DOCUMENT RESUME

ED 259 870 RC 015 409

TITLE	Toward Tribal Decision Making: Models for Program Assessment and Capacity Building. Revised.
INSTITUTION	Clary Inst., Washington, DC.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE	Apr 79
CONTRACT	K51C-14201104
NOTE	218p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*American Indian Education; *American Indians; Decision Making; Elementary Secondary Education; Employment Programs; Evaluation Criteria; *Evaluation Methods; Federal Indian Relationship; Higher Education; Human Services; Measurement Techniques; Models; Program Administration; *Program Evaluation; *Records (Forms); Tribal Sovereignty
IDENTIFIERS	*Bureau of Indian Affairs; *Tribal Government

ABSTRACT

With training and teaching assistance funds provided by the Bureau of Indian Affairs (BIA) for evaluating the effectiveness of BIA programs in their communities, tribal governments may decide for themselves which of three possible sources--government, private, or tribe--will administer their programs. These are management decisions which require that extensive information be available to decision makers so that they have an adequate foundation on which to decide. This manual, assuming only a rudimentary knowledge of evaluation processes, provides guidelines and instrument models to assist Indian governments in gathering information necessary to make decisions on whether or not to contract for the administration of 13 BIA programs in the areas of Indian education and services. The programs considered are Committees for Indian Education, Teacher Aide Program, Cultural Enrichment Program, Student Financial Aid to Higher Education, Social Services, Social Services Counseling and Guidance, Child Welfare, Young Adult Conservation Corps, Youth Conservation Corps, Law Enforcement Planning, Law Enforcement Recruitment, Housing: Resident Training and Counseling Program, and Training and Technical Assistance. Separate sections address each program and contain program background/instructional information (scope, objectives, results), evaluation techniques, implementation procedures, documentation format, and privacy act guidelines. Evaluation instruments provided include functional checklists, survey questionnaires, interview questionnaires, statistical data forms, and comparative data forms. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED259870

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TOWARD TRIBAL DECISION-MAKING:
MODELS FOR PROGRAM ASSESSMENT
AND CAPACITY BUILDING

Submitted by:

The Clary Institute
The Alban Towers 530
3700 Massachusetts Ave., N.W.
Washington, D.C. 20016
(202) 333-6350

For: Tribal Evaluation of Bureau Programs (TEBP) Project

BIA Contract K51C 14201104

Revised--April, 1979

RC015409

CONTENTS

INTRODUCTION

USING THE EVALUATION MATERIALS

SECTION 1: Committees for Indian Education

SECTION 2: Teacher Aide Program

SECTION 3: Cultural Enrichment Program

SECTION 4: Student Financial Aid to Higher Education

SECTION 5: Social Services

SECTION 6: Social Services Counseling and Guidance

SECTION 7: Child Welfare

SECTION 8: Young Adult Conservation Corps (YACC)

SECTION 9: Youth Conservation Corps (YCC)

SECTION 10: Law Enforcement Planning

SECTION 11: Law Enforcement Recruitment

SECTION 12: Housing: Resident Training and Counseling Program (RTCP)

SECTION 13: Training and Technical Assistance

INTRODUCTION

The Bureau of Indian Affairs (BIA) budget includes funds for training and technical assistance for "development, testing, and implementation of alternative techniques which tribes can use to evaluate the effectiveness of BIA programs in their communities." These funds were added to the Bureau's budget by the Office of Management and Budget. The House of Representatives' report on the FY 78 budget noted: "The Committee believes that program evaluation should be carried out by the tribes themselves. . . .This will allow tribes to have adequate information to make decisions on whether or not a particular tribe may want to assume the operations of Bureau programs and services under contract."

Indian tribal governments may decide for themselves which of three possible sources -- government, private or tribe -- will administer their programs. They may also make recommendations on what programs and services should be provided and on how they should be provided. These are management decisions which require that extensive information be available to decision makers so that they have an adequate foundation on which to decide.

This manual provides a model to assist governments in gathering information necessary to make decisions concerning 13 separate programs and functions in the areas of Indian education and services.

Through a process based on effective, easy-to-use evaluation techniques and instruments, tribal officials, planners and other administrative personnel can establish and implement their own assessment system for these programs and functions. Materials in the manual assume only a rudimentary knowledge of evaluation processes. Guidelines for collecting, organizing and presenting data in formats which will facilitate analysis and decision making have been included along with a series of instrument models which can be used as they are or quickly modified to suit specific situations.

While a major purpose of these materials is to provide tribal governments with a method for collecting the information they need to decide whether or not to contract for the administration of BIA programs, some broader applications are also possible. The evaluation instruments, for example, have been designed to survey a variety of data which, in turn, will provide

background information needed to support a number of different decisions. In addition to program administration, other areas for decision making could include program establishment, modification and elimination.

As tribal evaluation teams become increasingly skilled in the use of evaluation techniques and instruments presented here, they will build internal capacity to design and implement their own evaluations and to enhance tribal decision making.

USING THE EVALUATION MATERIALS

This manual has been divided into 13 sections, one section for each specific program to be evaluated. Each section contains units which provide basic background/instructional information plus a series of instruments with which to implement the actual evaluation.

Users of these materials will find it helpful to read the background/instructional information in a particular section before beginning that evaluation. In each section, this information has been arranged under the following headings:

PROGRAM BACKGROUND

This unit includes information on the scope of a particular program, the program's objectives and the results which can be expected in the program when the objectives are met.

EVALUATION TECHNIQUES

This unit lists the instruments which will be used to collect data on a particular program or function. A brief overview statement of the types of data each instrument has been designed to collect is also included.

Instruments contained in this manual include:

1. functional checklists which are used to collect data on program structure, functions, activities, staffing, budget and/or costs;

2. survey questionnaires, which are designed to provide information on the impact of programs;

3. interview questionnaires, which provide information on attitudes, perceptions and opinions of different individuals and groups involved in or affected by a program;

4. statistical data forms, which determine the scope of a program through substantive data; and

5. comparative data forms, which allow comparison of what is happening now in a particular program with what could happen, what has happened, what should be happening or what is happening elsewhere.

IMPLEMENTATION PROCEDURES

This unit gives brief instructions for using each instrument for a particular evaluation.

In general, the five instruments listed above have been designed to be used in the following ways:

Functional Checklists

These may be completed by a person involved in the program who has the needed information (possibly in his/her files) or they may be completed by the evaluator during an interview of the appropriate person. In either case, the evaluator should approach the appropriate respondent personally whenever possible, ask his/her assistance, tell what the evaluation is about and how much time the checklist will take and assure the respondent that all answers as well as his/her identity will be kept confidential.

If the respondent completes the checklist on his/her own, it should be picked up by the evaluator at an agreed-upon time.

If a checklist must be mailed, it should be preceeded by a phone call to the appropriate respondent to explain what the evaluation is about, that his/her aid is needed and that the deadline for completion is firm. After the checklist has arrived at its destination, a follow-up call can be helpful in ensuring completion. For best results in getting checklists returned, a self-addressed, stamped envelope should be enclosed.

Survey Questionnaires

Like functional checklists, survey questionnaires may be handed to appropriate respondents to complete on their own or they may be completed by the interview method.

Interview Questionnaires

An interview involves the evaluator in asking questions of the appropriate respondent in order to complete the questionnaire. The evaluator should tell the respondent what the survey is about and about how much time it will take to go through the questions. The evaluator should also assure the person that confidentiality will be maintained.

Since many interview questions are subjective or open-ended, the evaluator should be prepared to allow the respondent to talk at some length. The evaluator should also stay alert to directions the dialogue may take which will provide helpful information in addition to that needed to complete the questionnaire.

Statistical and Comparative Data Forms

Information to complete these forms will usually come from files. Evaluators may need to contact some organizations in other areas to complete some comparative data forms.

DOCUMENTATION FORMAT

This unit suggests ways in which collected data may be organized into charts or reports to facilitate analysis and, ultimately, decision making.

In general, evaluators should develop an executive summary for each program evaluated. This summary should include:

1. a brief overview of the program evaluated,
2. a brief description of methods used to evaluate the program,
3. a summary of key results of the evaluation and
4. a list of recommendations based on the evaluation results. (Limitations of the evaluation methods and uncontrolled variables should be taken into consideration in formulating recommendations.)

This format -- including matrices, graphs, charts, etc., in an appendix -- provides an effective way to disseminate evaluation results. Executive groups then have necessary information in a readily understandable form for planning and decision-making.

Formats for appendices will vary, based on individual instruments in each section. Functional checklists and survey questionnaires should be summarized in narrative form. Statistical and comparative data forms are essentially in summary form as they stand and may not require further adaptation.

PRIVACY ACT GUIDELINES

Certain provisions of the Privacy Act impact the procedures through which program evaluation data may be collected from some groups of people. Recipients of services funded by public monies may, of course, be surveyed, but they must participate in the survey on a voluntary basis. In general, instruments contained in this manual which are directed toward recipients include:

- interviews of students in Section 2: Teacher Aide Programs
- interviews of students and tribal members in Section 3: Cultural Enrichment Programs
- interviews of students in Section 4: Student Financial Aid to Higher Education
- comparative data form for social service recipients in Section 5: Social Services
- interview of counseling and guidance service recipients in Section 6: Social Services Counseling and Guidance
- interviews of parents with children in foster care and foster children in Section 7: Child Welfare
- interviews of program participants and Indians living on the reservation in Section 8: YACC
- interviews of program participants and parents in Section 9: YCC
- interview of families receiving RTCP assistance in Section 12: Housing (RTCP).

Conducting these surveys on a voluntary basis often means that a true random sample cannot be obtained, but this does not negate the value of data collected. To collect data from members of the groups listed above, evaluators should discuss with an appropriate person in the program organization what the organization's policies and procedures are for complying with the Privacy Act. In some cases, the organization's aid in mailing a survey participation request letter to members of the proposed survey population can be obtained. The letter should explain what the survey is, what it is being conducted and that participation is voluntary. A release-of-information form should be enclosed with the letter, and a sample may be drawn from those whc respond by returning the form.

A sample release-of-information form appears on the next page. This form may be copied, completed and enclosed with survey participation request letters.

VOLUNTARY RELEASE OF INFORMATION

Date:_____

I agree that I voluntarily met with a representative of _____ to discuss _____.

I understand that this information will be used to evaluate the effectiveness of _____ and that my identity will be kept in the strictest confidence.

Signed:_____

SUGGESTED SURVEY AND INTERVIEW COVER SHEETS

On the next two pages are suggested cover sheets for the survey and interview questionnaires contained in this manual. The suggested cover sheet for surveys has been designed to give respondents some basic background information. The suggested sheet for interviews suggests comments evaluators can make to those being interviewed before the interview begins.

These sheets may be copied as they are and attached to all survey or interview questionnaires in the following sections, as appropriate.

SURVEY QUESTIONNAIRE

This questionnaire is part of a study being conducted by _____.

There are no right or wrong answers. DO NOT SIGN YOUR NAME. Your individual responses to each question will be kept in the strictest confidence. Completed questionnaires will be tabulated and analyzed by _____ and the final results will be reviewed to assess needed changes or improvements in this program.

Your assistance and cooperation in completing this questionnaire will ensure that your views are considered in the overall evaluation.

Read each question carefully and respond as outlined in the directions.

Thank you for your help.

INTERVIEW QUESTIONNAIRE

This interview is part of a survey being conducted by _____.

I will ask you some questions and I may take notes while you are talking.

There are no right or wrong answers. Your individual responses to questions will be kept in the strictest confidence. The information collected will remain anonymous and will be tabulated and analyzed by _____. Only the final results will be reviewed to help in assessing needed changed or improvements in this program.

Your honesty, cooperation and assistance in this project will ensure that your views are considered in the overall evaluation.

SECTION 1

COMMITTEES FOR INDIAN EDUCATION

PROGRAM BACKGROUND

Scope

This program is funded by three different sources -- Johnson O'Malley (JOM), Title IV of the Indian Education Act (IEA) and Title I of the Elementary and Secondary Education Act (ESEA). Every school using JOM and/or Title I funds is required to have a committee for Indian education.

Evaluation instruments in this section can be used interchangeably for committees set up under any type of funding. They will provide information on the structure of a particular committee, its purpose and functions, problems it has encountered and project recommendations it has made.

Objectives

An effective committee for Indian education will meet the following objectives:

- to implement parental input in the form of advice to the school administration into educational programs.
- to strengthen community-school ties so that community members can feel they are participating and so that they can influence decisions made about educational programs.

Results

When the objectives listed above are met, the following results will be evident within the committee:

- o fuller participation in planning, development, implementation and evaluation of all programs
- o recommendations on curricula, texts, materials and teaching methods
- o approval of budget preparation and execution
- o recommendations on criteria for employment in Indian education programs
- o evaluation of staff performance.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate committees for Indian education:

1. two functional checklists to determine the structure, functions and powers of the committee and
2. an interview questionnaire to determine committee members' perceptions of the committee and of problems it has encountered.

IMPLEMENTATION PROCEDURES

Before interviewing appropriate respondents for this evaluation, you will want to familiarize yourself with the laws regulating functions of this program: JOM, Title IV, IEA and Title I, ESEA. In addition, you will want to know how the school districts in your area are structured, which schools are publically run, which are privately run, who runs these schools and who oversees all functions.

Functional Checklists

Complete Section I of the checklist for committee members yourself. This information will probably be available through the school administration or a local BIA agency.

Section II of the checklist should be completed by all members of the committee. The second checklist should be completed by the chairperson of the committee.

Estimated completion time: 30 minutes

Interview Questionnaire

These questions should be asked in face-to-face interviews with each committee member.

Estimated completion time: 1 hour per interview

DOCUMENTATION FORMAT

To aid in organizing the data you have compiled during the evaluation, consider the following issues:

- o To what degree is the committee participating in planning, development, implementation and evaluation of all programs?
- o Is the committee making recommendations on curricula, texts, materials and/or teaching methods?
- o Is the committee reviewing or approving budget preparation and/or execution?
- o Is the committee making any recommendations on criteria for employment in Indian education programs?
- o Is the committee evaluating staff performance?

Then organize the information under the following categories:

1. Composition of the Committee
2. Requirements of the Committee
3. Powers and Authority of the Committee
4. Purpose and Functions of the Committee
5. Programs Which the Committee Has Undertaken
6. Training of the Committee

Under each category, include information on successes, problems, needs and changes.

FUNCTIONAL CHECKLIST
(for committee members)

SECTION I
(to be completed by the evaluator)

Name of school _____

Type of advisory committee _____

Funding source(s) of committee _____

Dollar amount of funding _____

SECTION II
(for the committee)

Purpose and Functions

A. Following are functions your committee may or may not perform. Rank from 1-3, with 1 being the most frequent, the three functions your committee performs most often.

_____ Developing and approving project applications

_____ Assessing effectiveness of projects

_____ Making recommendations for program improvement

_____ Hearing grievances and complaints

_____ Organizing activities and training for members

_____ Communicating with parents

_____ Communicating with agencies

_____ Communicating with organizations

_____ Mobilizing community resources

_____ Preparing and executing budget

_____ Other (specify) _____

B. Following are functions which your committee may or may not consider important. Rank from 1-3, with 1 being the most important, the three functions which are most important to your committee.

_____ Developing and approving project applications

_____ Assessing effectiveness of projects

_____ Making recommendations for program improvement

_____ Hearing grievances and complaints

_____ Organizing activities and training for members

_____ Communicating with parents

_____ Communicating with agencies

_____ Communicating with organizations

_____ Mobilizing community resources

_____ Preparing and executing budget

_____ Other (specify) _____

_____

Authority and Powers

Indicate with an "SX" the most important power of the committee:

_____ Advise the location education agency on funds and programs

_____ Suggest and initiate education programs

FUNCTIONAL CHECKLIST
(for committee chairperson)

Officers

Officers of the committee include:

_____ Chairperson

_____ Vice chairperson

_____ Secretary

_____ Treasurer

_____ Other (specify) _____

Subcommittees

Subcommittees of the whole committee include:

_____

_____

_____

Meetings

1. How often does the committee meet?

   _____

2. On the average, how many members attend each meeting?

   _____

3. How far in advance of meetings are meeting notices posted?

   _____

Committees for Indian Education

Membership

1. The total number of voting members is _____.

2. Of that total, the number of Indian members is _____, and the number of non-Indian members is _____.

3. The voting composition of the committee is (indicate number of members in each group):

   _____ Parents

   _____ Board of Education members

   _____ Elementary School Principals

   _____ Project Directors

   _____ Teachers

   _____ Other (specify) _____

4. Members serve for _____ years.

5. The average number of years most members actually serve is _____.

6. Members may be:

   _____ Re-elected

   _____ Re-appointed

   _____ Other

7. Average number of members who get re-elected is _____.

8. Average number of members who get re-appointed is _____.

Educational Programs

1. Number of programs brought before the committee for recommendations over the past year _____

2. Of those programs recommended, number of recommendations which were adopted over the past year _____

3. Number of programs the committee initiated _____

4. Number of programs initiated elsewhere but on which the committee acted _____

Recommendations in 1979	Number
New courses	
Extracurricular courses	
Changes in existing courses	
Staff additions	
Staff changes (i.e., changing from one function to another)	
Budget preparation	
Other (specify)	

Training

Is there an orientation program for new members? _____

What is the length of the program? _____

Committees for Indian Education

INTERVIEW QUESTIONNAIRE

(for committee members)

_____ Name

_____ Member Affiliation (e.g. parent, principal)

1. How much input into educational programs does the committee have? What issues do committee members address?

2. What kinds of recommendations--such as curricula, texts, materials and teaching methods--has the committee made on Indian education programs during the past year? In what way have these recommendations been useful?

3. What budget recommendations has the commiteee made over the past year? How have these recommendations been useful?

4. What employment recommendations has the committee made over the past year? How have these recommendations been useful?

5. How many staff hiring and/or firing recommendations has the committee made over the past year?

6. In what ways does the committee participate in the planning, development, implementation and evaluation of all programs?

7. Is there anything the committee is doing that you would like to see them do more of? If so, please describe and explain your reasons.

8. Is there anything the committee is doing which you would like to see them do less of? If so, please describe and explain your reasons.

9. What problems does the committee have with the program?

10. What are some of your problems as a committee member?

11. Is an orientation course for members available? If so, please describe this course.

12. What would you change about the course?

13. What would you keep the same?

14. Taking a retrospective look at your committee, how have its functions changed during the past year or two years?

15. Have these changes improved the committee's work? Why or why not?

16. Has it been suggested that school board and committees combine their functions? What do you think of the idea?

SECTION 2

TEACHER AIDE PROGRAM

PROGRAM BACKGROUND

Scope

This program has the potential to include all BIA and public schools which have Indian students in attendance. At present, however, only a small number of aides are being hired.

Four sources of funding are used for teacher aide salaries: Johnson O'Malley (JOM); Elementary and Secondary Education Act of 1965 (ESEA), Titles I and VII; and the Indian Education Act (IEA), Title IV. School districts hire the aides and determine their positions in the system.

Evaluation instruments in this section will provide information on the effectiveness of individual aides; the effectiveness of the aide program; resources needed; needs of the program including those of teachers, aides, students, parents and administrators, and the potential for advancement of aides.

Objectives

An effective teacher aide program will meet the following objectives:

- to supplement teachers' classroom responsibilities through general classroom administration and work-group facilitation
- to supplement teachers' educational responsibilities through language assistance, remedial work and auxiliary teaching subjects
- to enhance the economic development of an area through steady employment of individuals, promotion of aides to teacher positions and encouragement of students to seek jobs by providing role models.

Results

When the objectives listed above are met, the following results will be evident within the teacher aide program:

- o teachers spending more time with assessment of student needs, inquiry teaching, encouragement of creativity, evaluation of student process and personal guidance
- o teachers spending more time designing teaching strategies directed toward achieving intructional objectives
- o teachers becoming more personally involved with students
- o improvements in the basic skills program through closer management by teachers
- o teachers having more physical and mental energy to devote to teaching

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate the teacher aide program:

1. a functional checklist to gain basic information on the program;
2. a survey questionnaire to determine the needs of the program;
3. six interview questionnaires to explore the perceptions of aides, teachers, students, parents and administrators involved in the program;
4. a statistical data form to determine the number of individuals in the program and the number of individuals assigned to certain tasks; and
5. a comparative data form to establish funding levels for the program under various funding sources.

IMPLEMENTATION PROCEDURES

Before interviewing appropriate respondents for this evaluation, you will want to familiarize yourself with the laws regulating functions of the program: JOM and ESEA, Titles I, IV and VII. In addition, you will want to know how the school districts in your area are structured, which schools are publically run, which are privately run, who runs these schools and who oversees all functions.

Functional Checklist

Ask teachers who have aides in their classrooms to complete the checklist.

Estimated completion time: 1 hour (including conference)

Survey Questionnaire

This survey should be completed by all teachers who have aides in their classrooms.

Estimated completion time: 20-30 minutes

Interview Questionnaire

Interview a sampling of aides, teachers, administrators, sutdents and parents of students who have teacher aides in their classrooms.

Estimated completion time: 1 hour per interview

Statistical Data Form

Ask an administrator who has files on the teacher aide program in his/her school to complete this form.

Estimated completion time: 45 minutes

Comparative Data Form

Ask the administrator who handles the funding of the teacher aide program to complete this form.

Estimated completion time: 45 minutes

DOCUMENTATION FORMAT

To aid in organizing the data you have completed during the evaluation, consider the following issues:

- o How much time are teachers now spending assessing student needs, oding inquiry teaching, encouraging creativity, evaluating student process and/or doing personal guidance with students?

- o How much time are teachers spending designing teaching strategies directed toward achieving instructional objectives? Is this amount of time adequate?

- o How personally involved do teachers say they are with students? Do they believe their current level of involvement is adequate?

- o How closely are teachers managing the basic skills program? Is this an effective program? Does it need improvements?

- o Do teachers feel they have enough physical and mental energy to devote to teaching?

School administrators can use information collected on the checklist and statistical and comparative data forms as it appears to evaluate how effective the teacher aide program is.

Organize the information from the questionnaires under the following categories:

1. Classroom Performance
2. Training
3. Selection Process
4. Evaluation of Aides
5. Funding Process for Program
6. Community Contact

FUNCTIONAL CHECKLIST

(for teacher aides)

1. I learned of the position of teacher aide from:

   _____ BIA personnel

   _____ Newspaper

   _____ A friend

   _____ Other (specify) _____

2. I was hired by:

   _____ School principal

   _____ Local BIA Agency

   _____ Other (specify) _____

3. I work with grade _____.

4. My duties in the classroom are:

   _____ Remedial work

   _____ Bilingual work

   _____ Support for teacher

   _____ Other (specify) _____

5. We had a training workshop. _____ Yes _____ No

   If yes, the workshop trained us in:

   _____ Use of classroom _____ Use of equipment

   _____ Teaching techniques _____ Support functions for teachers

   _____ Other (specify) _____

   If no, I would like to have training in the following areas:

   _____

   _____

6. Level of education I have completed:

_____ High school _____ Some college

_____ College degree _____ Other (specify) _____

7. I go to school also. _____ Yes _____ No

If yes, I am enrolled in:

_____ Education program

_____ Other (specify) _____

8. I have contact with parents of children in my class.

_____ Yes _____ No

If yes, I contact them:

_____ Once a month

_____ Once a grading period

_____ Once a year

_____ Other (specify) _____

SURVEY QUESTIONNAIRE

(for teachers who have aides in their classrooms)

	Never	Rarely	Some-times	Mostly	Always
CLASSROOM PERFORMANCE					
1. Aides perform routine tasks so that teachers may spend more time developing curriculum strategies.					
2. The support teacher aides supply allows the teacher to spend more time with students who need extra help.					
3. Teacher aides communicate with parents of students.					
4. Aides are able to function in almost any capacity in the classroom.					
EVALUATION OF AIDES					
1. Aides are evaluated by the teacher yearly.					
2. Aides are evaluated by the principal yearly.					
3. The evaluation of aides is a process designed for input from both aides and teachers.					

Teacher Aide Program

	Never	Rarely	Some times	Mostly	Always
TRAINING FOR AIDES					
1. Aides attend the same workshops as teachers					
2. Workshops provide training in the general use of the classroom.					
3. Workshops provide training in the care and education of students.					
4. Handbooks are distributed for information about the use of school facilities.					
5. Handbooks are distributed for reinforcement of basic educational learning skills.					
ACHIEVEMENT OF AIDES					
1. Many aides eventually become teachers.					
2. Students seek the help of aides for bilingual assistance.					
3. Aides are a role model for many students.					
4. Aides often quit the program.					
SELECTION OF AIDES					
1. Selection of aides is made on the basis of their academic focus.					

Teacher Aide Program

	Never	Rarely	Some-times	Mostly	Always
2. Selection of teacher aides is made on their ability to get along with students.					
3. Selection of teacher aides is made on the basis of their motivation to become teachers.					
4. Selection of teacher aides is made on their ability to function as bilingual teachers.					
5. When selected, teacher aides know and understand what their position will be.					

Teacher Aide Program

INTERVIEW QUESTIONNAIRE

(for all teacher aides, grades K-12)

1. Are you happy with your present position? Why or why not?

2. How well do you think you do those tasks required of you?

3. Describe the preparation you had for your job.

4. Are there things you would like to be doing more of?

5. Is there anything that you do now that you feel you should not be doing? If so, describe.

6. Why did you want to become a teacher aide?

7. What are your long-term goals?

8. What do the workshops you attend teach you about educational responsibilities?

9. What methods does the teacher use to help you learn?

10. What do you see as your role in the community?

11. By what means can you express your duty preferences?

12. How does the school contract with you for reimbursement for your services? Describe any problems you have encountered with this system. How have these problems been resolved?

Teacher Aide Program

INTERVIEW QUESTIONNAIRE

(for teachers who have aides in their classrooms)

1. How did you receive a teacher aide for your classroom?

2. In what ways is the teacher aide useful?

3. Describe what the teacher aide in your classroom does in a typical day.

4. Is there anything the teacher aide should not do? List.

5. In reference to what the teacher aide does, how does this help you?

6. Are you able to spend more time with students and curriculum? (Explain what you are able to do more of.)

7. In what capacity would you want to have a teacher aide again?

8. Are there things you would like to see teacher aides doing more of (in general)? List.

9. Are there things you would like to see teacher aides doing less of (in general)? List.

10. How satisfied are you with the teacher aide program? Explain the reasons for your answer. What changes would you make in the program?

11. Do teacher aides often quit? Why?

12. When a teacher aide quits, how does this affect the students?

COMPARATIVE DATA FORM

TEACHER AIDES

		FUNDING SOURCES					
		JOM	TITLE I (ESEA)	TITLE IV (ESEA)	TITLE VII (ESEA)	OTHER	TRIBE
$ Amount of Funding							
Funding recipient							
Time taken for approval							
Time lag between approval and reimbursement of funds							
Payment scheduling							
Use of monies ($ Amounts)							
Salary	K-6						
	7-12						
Training							
Materials							
Other							

STATISTICAL DATA FORM

MISCELLANEOUS

	1978		1979		1980		1981	
	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12
# of teacher aides who became teachers								
New aides hired								
Aides who continued with program from previous year								
Aides who left program								

STATISTICAL DATA FORM

Numbers of Indian to Non-Indian Teacher Aides and Teachers

Grades

	K	1	2	3	4	5	6	7	8	9	10	11	12
Indian teacher aides													
Non-Indian teacher aides													
Indian teachers													
Non-Indian teachers													

STATISTICAL DATA FORM

Teacher Aides: Numbers and Ratios

	Number, grades K-6	Number, grades 7-12
Teacher		
Teacher Aides		
Pupils		
Ratio: Teacher/ Teacher Aides		
Ratio: Teacher Aide/Pupils		
Ratio: Teacher/ Pupils		

Uses of Teacher Aides

Uses	Numbers K - 6	7 - 12
Bilingual Aide		
Clerical Support		
Classroom Support		
Other		

Teacher Aide Program

INTERVIEW QUESTIONNAIRE

(for parents whose children have teacher aides in their classrooms)

1. Describe what you know about the teacher program at school.

2. What are the benefits of having teacher aides in a classroom?

3. What could teacher aides do more of?

4. What could teacher aides do less of?

5. What should teacher aides continue to do that they are doing now?

6. How often are you contacted by a teacher aide? In what capacity does the teacher aide contact you?

7. What happens when a teacher aide contacts you?

8. How is this contact useful to you?

9. How is this contact useful in terms of your child?

INTERVIEW QUESTIONNAIRE

(for students in grades 7-12)

1. What does the teacher aide do in your classroom?

2. Do you like him/her being there? Why or why not?

3. Do you think the teacher aide is doing a good job? List the reasons for your answer.

4. What other things would you like to see the teacher aide do that he/she is not doing now?

5. How has the teacher aide helped you?

6. How does the teacher aide help the teacher?

INTERVIEW QUESTIONNAIRE

(for students in grades K-6)

1. What does the teacher aide do in your classroom?

2. What do you like best about the teacher aide?

3. What do you not like about the teacher aide?

4. What do you like the teacher aide to do with you?

5. What funding source is being used for your teacher aide program? List any other funding sources of which you are aware.

6. Have there been any problems in hiring teacher aides? If so, what are the problems and what effect have they had on the program as a whole?

7. What is the turnover rate for teacher aides in this program? In what ways is this rate significant to the program?

INTERVIEW QUESTIONNAIRE

(for administrators of teacher aide programs)

1. Describe your role in the teacher aide program.

2. Is there anything you would like to do more of in the program? List.

3. What would you like to see teacher aides doing that they are not doing now?

4. In general, how well is the program working? Describe what you would keep the same and what you would change.

SECTION 3

CULTURAL ENRICHMENT PROGRAMS

PROGRAM BACKGROUND

Scope

Cultural enrichment may take the form of bilingual education, adult education or cultural arts and history. In various parts of the country and in various tribes, the term "cultural enrichment program" may cover any of a wide variety of topics and activities. Programs are funded by Johnson O'Malley (JOM), Elementary and Secondary Education Act (ESEA), Title I and Title VII or by some other means, either tribal or private.

Evaluation instruments in this section will provide information on several aspects of cultural enrichment programs including what is being done and how it is being done. In addition, the instruments have been designed to highlight ways in which cultural enrichment programs could be expanded.

Objectives

An effective cultural enrichment program will meet the following objectives:

- o to preserve tribal cultural heritage and language
- o to encourage Indians to take pride in their heritage and in themselves through an understanding of both Indian and American heritage.

Results

When the objectives listed above are met, the following results will be evident within the cultural enrichment program:

- o better understanding among students, Indians and community members of cultural history and language

- o a clarification of the value systems of both Indians and non-Indians by Indian students and by members of the Indian community

- o better integration by Indians of the values of both Indians and non-Indians into their own lives.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate cultural enrichment programs:

1. a functional checklist to determine what the programs and program goals are;

2. four interview questionnaires to determine the cultural enrichment needs of tribal leaders, tribal members, students and parents of students;

3. a survey questionnaire to gain information on the design and results of the program from the school administrator; and

4. a statistical data form to compile numerical information about the program.

IMPLEMENTATION PROCEDURES

Before interviewing appropriate respondents for this evaluation, you will want to familiarize yourself with the laws regulating functions of this program: JOM and ESEA, Title I and Title VII. In addition, you will want to know how the school districts in your area are structured, which schools are publically run, which are privately run, who runs these schools and who oversees all functions.

The term "cultural enrichment" often covers a vast array of programs in various areas of the country and within various tribes. You will want to have a clear idea of what programs are included under the term "cultural enrichment" in your area and what the objectives of these programs are before proceeding with the evaluation.

Functional Checklist

Ask the school administrator, principal or other person in charge of cultural enrichment programs at the school to complete this checklist.

Estimated completion time: 15 minutes

Interview Questionnaires

Select a sampling of tribal leaders, tribal members, students and parents of students and conduct face-to-face interviews with them to complete these questionnaires.

Estimated completion time: 1 hour per interview

Survey Questionnaire

Ask the school administrator (or the same person who completed the checklist) to complete this questionnaire.

Estimated completion time: 20 minutes

Statistical Data Form

Again, ask the person who completed the checklist to complete this data form.

Estimated completion time: 30 minutes

DOCUMENTATION FORMAT

To aid in organizing the data you have compiled during the evaluation, consider the following issues:

- How well do students, Indians and members of the community understand their cultural history and language now? Is this level of understanding adequate?
- How well can Indian students and members of the Indian community clarify the value systems of both Indians and non-Indians now?
- Are Indians able to integrate the values of both Indians and non-Indians into their own lives at this time?

Organize the information from the surveys under the following categories:

A. Existing Programs

1. Resource Materials

2. Curriculum

3. Goals

4. Successes

5. Problems

B. Programs Which Could Exist

1. Resource Materials Needed

2. Suggested Curriculum

3. Recommended Goals

FUNCTIONAL CHECKLIST

(for the person in charge of school cultural enrichment programs)

1. What types of studies are included under the term "cultural enrichment" in this school system?

_____

_____

_____

_____

_____

2. Cultural curriculum is a part of the regular school program.

_____ Yes _____ No

a. Development of the curriculum includes:
   - _____ Learning basic ethnic values
   - _____ Forming concepts about ethnicity
   - _____ Making generalizations about value systems
   - _____ Realizing basic tenets of the value complex
   - _____ Other (specify) _____
     _____

b. Teacher incorporates cultural programs into existing curriculum such as:
   - _____ Art
   - _____ Social Studies
   - _____ Language Arts
   - _____ Science
   - _____ Math
   - _____ Other (specify) _____
     _____

c. Teacher training programs include:
   - _____ Cultural curriculum development
   - _____ Lesson planning
   - _____ Acquisition and use of appropriate materials
   - _____ Interpersonal relationships
   - _____ Other (specify) _____
     _____

3. There is a bilingual program in the school system.

_____ Yes _____ No

a. The program starts in grade _____.

b. The program includes grades:

_____K____1_____2_____3____4____5_____6____7
_____8____9____10____11___12

c. The _____ teacher
_____ teacher aide
_____ other (specify) _____

is responsible for developing the bilingual program.

4. Other cultural programs include:

_____ Adult education

_____ Community resources development

_____ Other (specify) _____

_____

5. We use the Cultural Studies Section, Office of Education of BIA, as a resource for our cultural enrichment program.

_____ Yes _____ No

a. If yes, the Cultural Studies Section provides:

_____ Educational materials such as books for our programs

_____ Curriculum development training

_____ Teacher training for cultural programs

_____ Innovative presentations and designs of cultural resource materials

_____ Other (specify) _____

_____

b. In what specific ways has this office been useful to your cultural enrichment program?

_____

_____

_____

_____

INTERVIEW QUESTIONNAIRE

(for tribal leaders and members)

1. What cultural programs are being taught in the schools?

2. What cultural programs are being taught in the community?

3. Do you believe there is a need for cultural enrichment programs in the schools? Why or why not?

4. What effects has the cultural enrichment program had on the community and the students (e.g. "People take pride in their heritage by selling their crafts.")?

INTERVIEW QUESTIONNAIRE

(for students, grades 7-12)

1. How are you learning about Indian culture? (Example: bilingual programs, community workshops)

2. How has learning about Indian culture changed your ideas about being an Indian? List these in two categories:

Positive Ways in Which It Has Changed My Ideas	Negative Ways in Which It Has Changed My Ideas

3. Are there any suggestions you have for cultural programs in the schools?

4. Are there any suggestions you have for cultural programs in the community?

5. Which of these effects would you say has been the most positive?

6. Are you personally involved in cultural enrichment in the schools or the community? If so, how? If not, would you like to be more involved? How?

7. What would you like to see the cultural enrichment programs do more of?

8. What would you like to see the cultural enrichment programs doing less of?

INTERVIEW QUESTIONNAIRE

(for students, grades K-6)

1. I have learned some things about
   _____ Indian history
   _____ Indian language
   _____ Indian music
   _____ Indian art.

2. What other things have you learned about Indians?

3. Who tells you about these things?

4. Do you like to learn about Indians? Why?

5. What Indian things would you like to learn more about?

INTERVIEW QUESTIONNAIRE

(for parents of students in cultural enrichment programs)

1. What part does cultural enrichment play in the curriculum of your children's school?

2. What benefits do your children receive from this type of learning?

3. What benefits does your family receive?

4. In what cultural enrichment programs have your children been involved? List those which had a positive impact on your family.

5. What suggestions do you have for other cultural enrichment activities which could be started?

6. What, if anything, do you not like about cultural enrichment programs?

SURVEY QUESTIONNAIRE

(for school administrators in schools where cultural enrichment programs exist)

	Never	Rarely	Some-times	Mostly	Always
A. Needs of the Program					
1. Cultural programs have acquainted the Indian student with the values, language and mores of his/her culture.					
2. Cultural programs promote ethnic pride.					
3. Cultural programs help preserve tribal heritage and language					
4. Cultural programs promote self-pride.					
B. Fundamental Learning					
1. Students want to learn about their heritage and culture.					
2. Students enjoy learning about their heritage and culture.					
3. Studentswant to learn about non-Indian heritage and culture.					
C. Curriculum					
1. Cultural curriculum begins in the primary grades.					
2. Cultural curriculum is a part of the learning every year.					

	Never	Rarely	Some-times	Mostly	Always
3. Cultural courses are taught outside the school system.					
4. Cultural courses are a fundamental part of community-building.					
D. Teaching and Training					
1. Teachers incorporate cultural concepts into existing programs.					
2. Teachers are trained to teach cultural courses.					
3. Teacher aides help in the development of bilingual programs.					
4. Training programs for teachers include: curriculum development, lesson planning, the acquisition and use of appropriate materials, and interpersonal relationships.					
E. Other Sources of Culture					
1. Field trips are taken to Indian museums.					
2. Field trips are taken to visit community merchants.					

Cultural Enrichment Programs

	Never	Rarely	Some-times	Mostly	Always
3. Indian artisans are invited to the school to display their work.					
4. Indian artisans are invited to the school to discuss their work.					

STATISTICAL DATA FORM

(for school administrators)

1. Cultural Curriculum _____ Yes _____ No

   a. If yes, number of grades in programs _____

   b. Number of teachers in programs _____

   c. Grade programs begin _____

   d. % change in general attendance of students _____

2. Bilingual programs _____ Yes _____ No

   a. If yes, number in program _____

   b. Number of teachers in program _____

   c. Grade program begins _____

   d. % change in general attendance of students _____

3. Community Education Classes _____ Yes _____ No

   a. If yes, number enrolled _____

   b. Number of cultural classes offered _____

   c. Number of adults and students enrolled in each class:

List class	No. of adults enrolled	No. of students enrollled

SECTION 4

STUDENT FINANCIAL AID TO HIGHER EDUCATION

PROGRAM BACKGROUND

Scope

This program covers the vast majority of Indians who pursue higher education. Approximately 18,000 nationwide are currently receiving financial aid to higher education.

BIA administration of the program varies. Some is done primarily through Area Offices (such as Phoenix) and some is done through Agency Offices. The program emphasizes the administrative work of application and award, but, in varying degrees depending on location, it also undertakes counseling and guidance, special programs (such as career days at high schools) and other activities that help direct Indian young adults into endeavors that provide career value and developmental experiences.

Evaluation instruments in this section are aimed at evaluating activities (especially counseling and guidance) and results (what happens to the students themselves) of this program.

Objectives

An effective program to provide Student Financial Aid to Higher Education will meet the following objectives:

- to supplement other available funding (such as other Federal and personal resources) so that Indian students can attend institutions of higher education
- to assist Indians in becoming employed in career and vocational areas appropriate to their talents and interests.

Results

When the objectives listed above are met, the following results will be evident:

- o enrollment of Indians who have the desire and capability in four-year institutions of higher education
- o increased number of higher education degrees being granted to Indians
- o increased employment of Indians in career, professional and vocational fields.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate Student Financial Aid to Higher Education programs:

1. a functional checklist to determine what activities are being undertaken as part of the program,
2. a statistical data form to determine the scope and impact of the program, and
3. two interview questionnaires designed to explore the perceptions of recipients and administrators as to how well the program is meeting its objectives.

IMPLEMENTATION PROCEDURES

Functional Checklist

Ask the tribal or Agency person most familiar with the higher education financial aid program to complete this checklist.

Estimated completion time: 15 minutes

Statistical Data Form

This form should be completed by the same person who completes the functional checklist.

Estimated completion time: 1 hour

Interview Questionnaires

Select a sampling of students from different levels and administrative personnel from various functonal areas. Complete the questionnaires in face-to-face interviews with the people you have selected.

Estimated completion time: 1 hour per interview

DOCUMENTATION FORMAT

In organizing the data you have compiled during the evaluation, consider the five major issue areas listed below. Then, organize a report by answering the questions listed under each issue area, based on the data you have compiled. (You may, depending on your findings, add or revise the issue areas and questions accordingly.)

1. Screening and Selection
   - o Is academic achievement a factor?
   - o Is need a factor?
   - o Are activities involved carried out adequately?
2. Counseling and Guidance
   - o Is it available?
   - o Should there be more?
   - o Is personnel prepared and available for this function?
3. Monitoring and Data Collection
   - o Is information available to track students and know where they are in school and what they are accomplishing?

- o How is this information used by the tribe?
- o Is there a long-term planning function?

4. Meeting Program Objectives
   - o Is the program providing supplemental funds so that Indian students who could not otherwise obtain higher education are able to?
   - o Are the numbers of Indians receiving higher education degrees increasing?
   - o Are employment and career advancement opportunities for Indians increasing?
5. Additional Conclusions Drawn from Data

You will also need to develop a report for each of the two interviews. Organize all statements into three major categories:

1. Program successes and positive results
2. Program problems and needs
3. Changes

Within each category, further organize your data by functional area, selecting the major areas mentioned during the interviews. For example, in the area of "Program problems and needs," a further organization by functional area might include:

1. Recruitment and selection
2. Criteria for remaining in program
3. Counseling
4. Administrative personnel
5. Monitoring and reporting

At the end of this report, summarize in one place:

1. factors which appear to be barriers to meeting the program objectives, and
2. factors which seem to be helping to meet program objectives.

FUNCTIONAL CHECKLIST

(to be completed by tribal education representative)

Does the tribe's program for student financial aid to higher education include the following? (Mark an "X" in appropriate space):

	Yes	No	Partially*
1. Formal academic criteria for awarding financial aid?			
2. Formal financial need criteria for awarding aid?			
3. A tribal committee which assists in determining financial aid awards?			
4. Specific staff member who has higher education financial aid as his/her primary responsibility?			
5. A formal program for informing potential students of financial aid possibilities?			
6. A ceiling on the amount of aid given any one student?			
7. A ceiling on the number of students who can receive aid?			
8. A limit on the number of years a student can receive aid?			
9. Requirements for level of academic achievement (grade point average) necessary to continue to receive assistance?			

* If you answer "partially," explain at end of this form.

	Yes	No	Partially*
10. A counseling and guidance function by which high school students can obtain academic and career advice when they are considering applying for financial aid?			
11. A counseling and guidance function by which students receiving aid can obtain advice during their higher education experience?			
12. A system to estimate the volume of financial aid requests one or more years in advance?			
13. A tracking and record-keeping system by which the tribe can know immediately the following:			
a. How many are receiving aid and who they are?			
b. How much each student is receiving and from what sources (BIA & other)?			
c. What schools students are attending?			
d. What areas of study they are pursuing?			
e. What academic grades they are achieving?			
f. What percentage is obtaining degrees?			
14. A program to evaluate results of educations of those receiving financial aid -- including determining degrees obtained, type of employment after college and salary level?			

Explanation to answers of "partially": _____

STATISTICAL DATA FORM

(to be completed by tribal or BIA education representative)

If exact numbers are not available, please estimate.

1. What is the average total amount of BIA money awarded each year for higher education financial aid for your tribe? _____

2. What is the average total amount of other Federal money awarded each year for higher education financial aid for your tribe? _____

3. What is the average total amount of student financial resources used each year to finance higher education? _____

4. How many students receive aid each year? _____

5. How many are full-time? _____ Part-time? _____

6. What percentage of students who receive aid complete their schooling and obtain degrees? _____

7. How many staff (tribal and BIA) are involved in operating the financial aid program? _____

8. How many counselors are available to advise students? _____

9. How many students each year receive face-to-face counseling before obtaining financial aid? _____

10. How many students each year receive face-to-face counseling while they are covered by financial aid? _____

11. What is the average grade point of students now receiving financial aid? _____

12. What are the three primary areas of study students receiving financial aid are pursuing and what percentage of students are in each? _____

INTERVIEW QUESTIONNAIRE

(for students receiving financial aid)

1. Is the aid you receive from BIA allowing you to obtain an education otherwise not available to you?

2. Why did you decide to continue your education?

3. Did you receive any counseling about career and higher education before receiving aid?

   a. If so, from whom?

   b. Was it helpful in directing your decisions?

   c. If not, do you feel more counseling would have been useful?

4. How did you decide which school to attend?

5. How did you decide which area of study to pursue?

6. Do you feel the education you are receiving will be helpful to you later on? If not, why? If yes, in what way?

7. Do you feel you will complete school and obtain a degree? If not, why?

8. If you needed advice about any facet of your education and career future, is there someone you could go to for it? If so, who? Do you think such advice would be useful?

9. If you could change anything at all about the higher education financial aid program, what would you change?

_____

_____

_____

_____

_____

INTERVIEW QUESTIONNIARE

(for tribal education staff)

1. Do you feel the financial aid program provides an adequate and necessary supplement for those receiving aid? If not, why?

2. Do you feel the application procedure provides an adequate basis for determining who should receive aid and in what amounts? If not, why?

3. Are criteria for awarding and maintaining aid adequate? If not, why?

4. Do students receive adequate guidance and counseling about academic and career decisions during high school? During their higher education experience? If not, why?

5. Do students seem to utilize their education as a means for personal and career development?

6. Is adequate, qualified staff working on the program?

7. If you could change anything at all about the higher education financial aid program, what would you change?

SECTION 5

SOCIAL SERVICES

PROGRAM BACKGROUND

Scope

BIA administers a program of social services on or near every major reservation and in the states of Oklahoma and Alaska. Approximately 270 social workers are employed in this program throughout the country including Central Office, Area and Agency staff. Expenditures during fiscal year 1976 were approximately $71,902,000.

The program provides necessary assistance and social services for Indians on and, in certain circumstances, near reservations when such assistance and services are not available through state or local public welfare agencies.

Evaluation instruments in this section will provide both quantitative and qualitative information and an assessment of needs in resources and service delivery. They will also provide effectiveness and efficiency measures.

These instruments will measure only the stated objectives and results, not the total social services function. They have been designed to gather baseline data to be used in recommending improvements.

Objectives

An effective social services function will meet the following objectives:

- o to provide financial assistance (including assistance in sponsoring tribal work projects) to needy Indian families when employment is not available and when such assistance is not available from other sources

- to provide counseling and guidance to Indians with family problems or other serious social problems

- to provide child welfare assistance and services (including arrangements for protection and care of dependent, neglected, delinquent and handicapped children and youth; planning for adoption; and securing appropriate institutional care) when these services are not available from established child welfare agencies

- to assist aged adults with appropriate care when they can no longer live at home

- to interpret the social needs of Indian families and children to tribal governing bodies and tribal courts and to provide assistance, when necessary and appropriate, in the development of tribal programs to meet those needs

- to provide information and liaison assistance to Indians to enable them to secure needed welfare services and assistance from state and local welfare programs for which they may be eligible

- to provide advice and counsel to Indians, when necessary, in planning constructive use of their own and their children's funds

- to interpret the needs of Indians to community agencies away from the reservations and to promote acceptance of Indians on an equal basis with non-Indians.

Results

When the objectives listed above are met, the following results will be evident in the area of social services:

- services provided in a dignified way to all eligible applicants

- referrals made to appropriate agencies for additional services for multi-problem eligible applicants

- closer match between actual needs of Indians and provision of services

- eventual reduction in the need for social services programs

- a preventive rather than prescriptive, approach to social services.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate social services:

1. a functional checklist that will provide a general overview of the social services function,
2. a survey questionnaire which will provide information on social workers' perceptions of their jobs and
3. a comparative data form which will determine client satisfaction with delivery of various social services agencies.

IMPLEMENTATION PROCEDURES

Functional Checklist

Interview the director of the social services program to complete the checklist.

Estimated completion time: 1 hour

Survey Questionnaire

Have all the social workers in your local agency complete this questionnaire. To obtain comparative data in this area, have all the social workers in other agencies which provide services to Indians in your area complete the questionnaire as well.

Estimated completion time: 1 hour per questionnaire

Comparative Data Form

Give this survey to a sampling of clients who, at one time or another, have received services from all the agencies listed on the form. You may want to complete the form using the interview method.

Estimated completion time: 20 minutes per form

DOCUMENTATION FORMAT

To organize the data you have compiled during the evaluation, consider the following issues:

- o Are services being provided in a dignified way to all eligible applicants now?
- o How often are referrals being made to appropriate agencies so that multi-problem clients can receive additional services?
- o Are the services now provided meeting the actual needs of Indians?

The functional checklist and survey questionnaires provide a combination of formats for analysis. The comparative data form will elicit ratings of service delivery programs and may be summarized using the form itself as the format.

To develop your report, organize information under the following categories:

1. The Internal System (agency organization, functions and personnel)
2. The External System (inter-agency coordination, cooperation and interface)
3. Effectiveness (match between needs, resources and actual services provided)

FUNCTIONAL CHECKLIST

(for director of social service program)

1. How is the agency organized? (Include organizational chart, if available, reporting relationships and functional position titles.)

2. Do you function, in reality, the way your organizational chart depicts? If different, explain.

3. What organizational changes would you make?

4. How many full-time and part-time staff are employed in social service functions? Indicate on your organization chart, if available.

_____

_____

_____

_____

_____

_____

5. Are you and your staff aware of the following objectives for BIA Social Service Programs?

(Check One)

Yes	No		
___	___	a.	To provide financial assistance (called general assistance) to needy Indian families living on and, in certain circumstances, near reservations when employment is not available and when such assistance is not available from other sources; (this includes assisting interested Indian tribes to sponsor tribal work projects for recipients of assistance);
___	___	b.	To provide counsel and guidance to Indians with family problems or other serious social problems;
___	___	c.	To provide child welfare assistance and services when these are not available from established child welfare agencies, including arrangements for the protection and care of dependent, neglected, delinquent, and handicapped children and youth, planning for adoption, and securing appropriate institutional care;
___	___	d.	To assist aged adults with appropriate care when it is no longer possible to live at home;
___	___	e.	To interpret the social needs of Indian families and children to tribal governing bodies and tribal courts and provide assistance, when necessary and appropriate, in the development of tribal programs to meet those needs;

(Check One)
Yes No

___ ___ f. To provide information and liaison assistance to Indians to enable them to secure needed welfare services and assistance from State and local welfare programs for which they may be eligible;

___ ___ g. To provide advice and counsel to Indians, when necessary, in planning constructive use of their own and their children's funds; and

___ ___ h. To interpret the needs of Indians to community agencies away from the reservations and promote the acceptance of Indians on an equal basis with non-Indians.

6. List by letter (as identified above), from most to least important, the objectives of this agency, as you perceive them.

_____

7. Using the same eight objectives, list them in order of time spent from most to least.

_____

8. List the most frequently used major resources to which your program makes referrals and uses of consultation and/or technical assistance in providing services to eligible applicants.

_____

_____

_____

_____

_____

9. Briefly describe your relationships and linkages, both formal and informal, with the resources listed above.

_____

_____

_____

_____

10. What standards are used to provide social casework services?

11. Are these standards satisfactory? If not, explain.

12. Has your staff received training in or are they familiar with these standards?

13. What are the demographic characteristics of your staff regarding Indian/non-Indian and educational level?

14. What is the agency and/or individual doing to promote upward mobility for the paraprofessionals in your program?

15. List the circumstances under which you are unable to provide services from the most often to least often.

16. What do you perceive as the strengths of your program?

17. What do you perceive as the weaknesses of your program?

18. What recommendations for change would you make?

_____

_____

_____

_____

_____

SURVEY QUESTIONNAIRE

(for social workers)

Job Title _____ Age _____ Sex _____

Educational Level _____ Length of time with this agency _____

Length of time with all social services agencies _____

1. What do you perceive as the agency's major objective?

_____

_____

_____

_____

_____

_____

2. What do you perceive as the major social service need of the Indian people you serve?

_____

_____

_____

_____

_____

3. What are the standards you use to provide social services (e.g., BIA manual, Federal regulations, etc.)?

_____

_____

_____

_____

_____

_____

4. Are these standards satisfactory in ensuring consistency of service? If not, explain.

5. What upward mobility and/or career development activities have you participated in during the last 12 months?

Activity	Sponsored by	Paid for by

6. What do you like most about your job?

7. What do you like least about your job?

8. What do you like most about working with Indian clients?

9. What do you like least about working with Indian clients?

10. What do you spend most of your work time doing?

11. What would you like to spend most of your work time doing?

12. What prevents you from spending your time that way?

13. What do you think the agency should do more of?

14. What do you think the agency should do less of?

15. What is the community attitude toward the work you do?

16. What are your attitudes toward the work you do?

17. Briefly describe your relationships with other major referral and resource agencies and programs.

18. Briefly describe your relationships with your clients.

19. List any affiliations, memberships, etc., you have with professional social service organizations.

20. What changes would you make in the way your office is organized (e.g., intake procedures, case assignments, etc.)?

COMPARATIVE DATA FORM

(for social service recipients)

Using a rating scale from 1 to 5 with "1" being the best job done and "5" being the worst job done, rate the following agencies on the 18 behaviors listed below.

Example:

Behavior	BIA	State/County Welfare	IHS	Tribal Welfare	Other
Not too much red tape	4	3	5	1	2

One (1) means that the Tribal Health program did the best job of not having a lot of "red tape" followed in order by the other program, the state welfare program, the BIA and the IHS.

	AGENCIES				
BEHAVIORS	BIA	State/County Welfare	IHS	Tribal Welfare	Other
Explained how I apply for help					
Assisted me in completing application process					
Treated me with dignity and respect					
Listened to my problems					
Assisted in referring me to other agencies for help					
Did not criticize me					

Social Services

BEHAVIORS	AGENCIES				
	BIA	State/County Welfare	IHS	Tribal Welfare	Other
Did not judge my actions					
Cared about me					
Understood my culture					
Understood my language					
Helped me solve my problems					
Provided confidentiality					
Did not keep me waiting long					
Kept appointments					
Spent enough time with me					
Was sensitive to my needs					
Did not have a lot of "red tape"					
Provided the necessary service quickly (including checks, etc.)					

SECTION 6

SOCIAL SERVICES COUNSELING AND GUIDANCE

PROGRAM BACKGROUND

Scope

Social services, including counseling and guidance, are provided to recipients of general assistance and child welfare assistance and also to other Indians with serious social problems which prevent them from functioning effectively. It has not been possible to provide sufficient and adequate counseling and guidance services because, with the insufficient number of social work staff, caseloads have been too high to permit the degree of individualized attention necessary.

Instruments in this section will provide both quantitative and qualitative information and an assessment of needs in resources and service delivery. They will also provide effectiveness and efficiency measures.

Objectives

An effective counseling and guidance function will meet the following objectives:

- o to encourage and assist efforts toward self-support
- o to promote stable family life and improve parental care
- o to help Indians recognize and cope realistically with their social problems
- o to provide information on other programs and to help Indians use other programs and resources which may be available.

Results

When the objectives listed above are met, the following results will be evident in counseling and guidance functions:

- o increased self-support among Indians
- o decreased number of cases of family instability and of child abuse and neglect
- o improved coping ability of individual Indians in everyday life
- o improved utilization of other available programs and resources.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate counseling and guidance:

1. a functional checklist to assess individual employees' capacities in counseling and guidance,
2. an interview questionnaire to assess client feelings about counseling and guidance,
3. a statistical data form to determine caseload data and flow and
4. a comparative data form to show the time utilization of social workers based on the introduction and use of paraprofessional staff.

IMPLEMENTATION PROCEDURES

Functional Checklist

Ask each staff member who has caseload responsibility in the social services area to complete this checklist. Some of the data may be available in monthly reports.

Estimated completion time: 45 minutes

Interview Questionnaire

Select a sampling of Indians who have received counseling and guidance from BIA social services and at least one other agency. Conduct fact-to-face interviews to complete this questionnaire. Some of the data collected could be used for comparative evaluation of counseling and guidance services as provided by different programs.

Estimated completion time: 30 minutes

Statistical Data Form

Ask each staff member with caseload responsibility in the social services area to complete a data form. The form is a monthly activity summary and could possibly be completed from data already available on internal forms. A summarization of the entire staff could be made instead of or in addition to a caseload-by-caseload comparison.

Estimated completion time: 30 minutes (if data compiled and available on a regular basis -- daily, weekly or monthly)

Comparative Data Form

This form must be completed before and after the introduction of a case-aide/technician paraprofessional into the social services situation. Have professional social workers -- both those who are working with the paraprofessional and those who are not -- complete the form. This will provide individual social worker comparison both pre- and post-paraprofessional as well as a comparison of time usage for those working with and not working with the para-professional.

Estimated completion time: 5 minutes (if data compiled daily)

DOCUMENTATION FORMAT

To aid in organizing the data you have compiled during the evaluation, consider the following issues:

- How much or what types of counseling and guidance are being done?
- How are these efforts being received by clients?

- What needs to be changed or improved?
- Is utilization of external resources effective?

FUNCTIONAL CHECKLIST

(for each social service employee)

Name _____ Job Title _____

Education _____ Length of time in agency _____

Indian (Yes or No) _____

Write a brief description of your job activities during a typical day.

_____

_____

_____

_____

_____

_____

CASELOAD DATA

1. Number of current cases _____

2. Types of cases by number:

   General Assistance _____

   Foster Care _____

   Old Age Assistance _____

   Individual Indian Accounts _____

3. Hours spent weekly doing:

   Intake/application _____

   Eligibility determination _____

   Telephone assistance _____

Making/coordinating referrals to other agencies _____

Referral follow-up _____

Case recording _____

Home visits _____

Other visits _____

Counseling and Guidance _____

Other: _____

_____

4. Referrals during last 30 days:

List Agencies Used	Number of Referrals

5. List any other agencies to which you have made referrals during the last 12 months.

_____

_____

_____

_____

_____

6. List the three agencies with which you are most familiar.

_____

_____

_____

7. List the three agencies with which you are least familiar.

_____

_____

_____

In responding to the next six questions, circle and answer you feel most nearly applies.

8. I feel the counseling and guidance service we provide is:

Not very important	Somewhat important	Moderately important	Important	Very important

9. I feel the counseling and guidance service we provide is:

Not very valuable	Somewhat valuable	Moderately valuable	Valuable	Very Valuable

10. I feel the counseling and guidance service we provide is:

Not very helpful	Somewhat helpful	Moderately helpful	Helpful	Very helpful

11. I feel the counseling and guidance service we provide is:

Not very useful	Somewhat useful	Moderately useful	Useful	Very useful

12. My skills in counseling and guidance are:

Not very good	Somewhat good	Moderately good	Good	Very good

13. In providing counseling and guidance to my clients, I feel:

Not very comfortable	Somewhat comfortable	Moderately comfortable	Comfortable	Very Comfortable

14. What do you like most about providing counseling and guidance? Describe briefly.

_____

_____

_____

_____

15. What do you like least about providing counseling and guidance? Describe briefly.

16. What changes would you make in the way your agency is providing counseling and guidance services now?

INTERVIEW QUESTIONNAIRE

(for recipeints of counseling and guidance services)

1. Describe what counseling and guidance services you have received in the past. Include the names of agencies from which you received services and how you felt about the counseling and guidance. Would you go there again if you needed help? Explain why.

AGENCY	EXPERIENCE	FEELING	GO AGAIN (Yes/No)	EXPLANATION

2. Describe what counseling and guidance services you are currently receiving. Include the names of agencies from which you are receiving services and how you feel about the counseling and guidance.

AGENCY	EXPERIENCE	FEELING

3. Where do you usually go when you feel a need for counseling and guidance? Explain why.

WHERE EXPLANATION

4. What do you feel is the major social problem in your community or on your reservation?

5. How do you feel about current efforts to deal with this problem?

6. Would counseling and guidance be useful in dealing with this problem? Explain why.

7. Other comments:

STATISTICAL DATA FORM

(for staff members with caseload responsibilities)

Employee _____

Job Title _____

Caseload Specialty (if any) _____

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
Total number of cases													
Total number of new cases													
Total number of carryover cases													
Case closures													
Number of multi-problem cases													
Number of referrals													
Number of cases receiving counseling and guidance													
Number of home visits													
Number of other agency visits													
Hours spent in counseling and guidance													
Hours spent in making/coordinating referrals													

COMPARATIVE DATA FORM

(for professional social workers)

The following form assumes the introduction of a para-professional into a social service program and will allow for a pre- and post-comparison of time usage for the professional social worker.

TIME LOG	PRE-PARAPROFESSIONAL					
HOURS SPENT IN	MON	TUES	WED	THURS	FRI	TOTAL
Intake/application						
Eligibility determination						
Telephone assistance						
Making and coordinating referrals						
Referral follow-up						
Case recording						
Home visits						
Other visits						
Counseling and guidance						
Other						

TIME LOG	POST-PARAPROFESSIONAL					
HOURS SPENT IN	MON	TUES	WED	THUR	FRI	TOTAL
Intake/application						
Eligibility determination						
Telephone assistance						
Making and coordinating referrals						
Referral follow-up						
Case recording						
Home visits						
Other visits						
Counseling & guidance						
Other						

SECTION 7

CHILD WELFARE

PROGRAM BACKGROUND

Scope

In the absence of state services, most child welfare assistance and services are provided directly by BIA. In addition, BIA has contracts with five state welfare departments for the provision of foster care to Indian children.

During fiscal year 1976, a monthly average of approximately 2,774 children received child welfare assistance in the form of foster or institutional care or for special needs. In addition to those receiving general assistance or child welfare assistance, approximately 13,000 cases per month received social services.

Evaluation instruments in this section will provide both quantitative and qualitative information and an assessment of needs in resources and service delivery. The evaluation should also provide effectiveness and efficiency measures.

Objectives

An effective child welfare program will meet the following objectives:

- to find and license foster homes for Indian children
- to place Indian children in approved foster homes when remaining in their own homes is not possible or desirable
- to identify handicapped Indian children in need of special care and make arrangements for such care
- to provide services and consultation to tribal courts to assist them in carrying out their responsibilities toward Indian children and families more effectively.

Results

When the objectives listed above are met, the following results will be evident in the program:

- o availability of an adequate number of approved and licensed Indian foster homes for Indian children
- o appropriate and timely placement of Indian children into foster care when remaining in the home is not possible or desirable
- o early identification of handicapped Indian children and arrangement for special care
- o improvement of tribal court decisions affecting Indian children and families.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate the child welfare program:

1. a functional checklist which will provide information on the scope of the program,
2. an interview questionnaire which will assess the attitudes or various participants in the program toward the program,
3. a statistical data form which will provide numerical information on handicapped children and
4. a suggested methodology for comparing data collected through the questionnaire and through the statistical data form.

IMPLEMENTATION PROCEDURES

Functional Checklist

Ask the director of child welfare programs to complete this checklist.

Estimated completion time: 30 minutes

Interview Questionnaire

Try to contact at least one member of each group identified on the questionnaire and complete it through face-to-face interviewing.

Estimated completion time: 1 hour per interview

Statistical Data Form

Complete this form by working from information on each caseload compiled for a report on the total unit.

Estimated completion time: 1 hour

Comparative Data Methodology

Using data collected on the interview questionnaire, compare the attitudes of members of different groups. At least one member of each group listed on the form will have to be interviewed for this comparison to be feasible.

Using the format shown on the statistical analysis form, compare programs on an Indian-to-non-Indian basis, a "home" tribe-to-other tribe basis and/or a tribe-to-BIA basis.

DOCUMENTATION FORMAT

To aid in organizing the data you have collected during the evaluation, consider the following issues:

- What is the current need for approved and licensed Indian foster homes for Indian children?
- Is appropriate and timely placement of Indian children in foster care possible, when necessary?
- Are identification procedures of handicapped Indian children adequate? Is special care available?
- What kinds of decisions about Indian children and families are the tribal courts making now?

Organize your information under the following categories:

1. What are the strengths of current child welfare programs, especially in the areas of foster care services, aid to handicapped children, relating to the tribal courts and relating to other groups providing resources?

2. What are the weaknesses of the current program and especially around the same issues?

3. What recommendations could be made for changes and/or improvements in these areas?

FUNCTIONAL CHECKLIST

(for the director of child welfare programs)

CHILD WELFARE UNIT AND/OR FUNCTION

1. Number of social workers
   Full time _____ Part-time _____

2. Number of paraprofessionals
   Full time _____ Part-time _____

3. Number of Indian social workers
   Full time _____ Part-time _____

4. Number with BA/BS _____ MSW _____

5. How many have received specialized training in child welfare? _____

6. Total number of approved and licensed foster homes _____

   How many are Indian? _____ Non-Indian _____
   How many are on the reservation? _____
   Off the reservation? _____
   How many are pending? _____

7. Total number of Indian children in foster care _____

   How many are in Indian foster homes? _____
   Non-Indian foster homes? _____
   How many are on the reservation? _____
   Off the reservation? _____

8. Number of families receiving parenting counseling _____

9. Number of handicapped Indian children _____

10. Number of handicapped children receiving services _____

11. List the other agencies with which your agency coordinates services and briefly describe your agency's relationship with each one.

_____

_____

_____

_____

_____

12. Briefly describe your agency's relationship with the tribal court.

13. What direct services has your agency provided to the tribal court during the last 12 months?

14. What is your total annual budget? Identify source and dollar amount of funding (including title of funding such as Title IV, etc.).

Source	Amount
BIA	
IHS	
HEW	
Other	

15. Are there any other programs you run which are not listed above? If so, please describe.

INTERVIEW QUESTIONNAIRE

(for members of groups listed below)

Circle one of the following that applies and indicate whether the person is an Indian or non-Indian:

Tribal Judge
Non-tribal judge
Parent with child in foster care
Parent with no child in foster care
Foster care provider
Community member
Social worker
Foster child
Law enforcement officer

1. What do you like, feel good about or recognize as strengths in current child welfare programs? Be specific and explain your reasons.

_____

_____

_____

_____

_____

_____

2. What do you dislike, feel bad about or recognize as weaknesses in current child welfare programs?

_____

_____

_____

_____

_____

_____

3. What changes, improvements or recommendations would you make that would result in a more effective program?

4. Who should be involved in and/or have responsibility for child welfare? Explain why.

5. Other comments:

Child Welfare

HANDICAPPED CHILDREN

STATISTICAL DATA FORM

MONTH	TOTAL # HANDICAPPED	# PHYSICALLY HANDICAPPED	# MENTALLY HANDICAPPED	TOTAL $ EXPENDITURES	AVERAGE CASE EXPENDITURE
JANUARY					
FEBRUARY					
MARCH					
APRIL					
MAY					
JUNE					
JULY					
AUGUST					
SEPTEMBER					
OCTOBER					
NOVEMBER					
DECEMBER					
YEARLY TOTAL					

SECTION 8

YOUNG ADULT CONSERVATION CORPS (YACC)

PROGRAM BACKGROUND

Scope

The Young Adult Conservation Corp (YACC) began early in 1978, administered by the Department of Interior, Department of Agriculture and the states. BIA administers 16 YACC camps on Indian reservations, affecting approximately 1,200 young adults.

The camps are year-round work experiences with a one-year maximum length of YACC employment. Work projects focus on all aspects of conservation, range management and general long-term improvement and maintenance of public lands.

Evaluation instruments in this section will provide information on the scope of the program, problems and activities involved in meeting the program objectives and participants' opinions of the value of their experiences in the program.

Objectives

According to the "Operations Handbook for the Young Adult Conservation Corps," the program objectives include:

- to relieve high unemployment among young people through meaningful work
- to develop and protect natural resources
- to aid youth in making the transition from school to work
- to provide employment for those who would not otherwise be productively employed

- o to provide work experiences in skill areas required for the accomplishment of productive work
- o to engage in useful conservation on Federal and non-Federal public lands and waters.

Results

When the objectives listed above are met, the following results should be evident:

- o reduced unemployment in the area of the YACC program
- o visible improvement in environmental management and maintenance of natural resources
- o development of young adults who are prepared to use their expertise in the future
- o accomplishment of conservation improvement projects on public lands.

EVALUATION TECHNIQUES

Because extensive reporting is already required of YACC program administrators, it is not necessary to conduct further surveys of program functions through a functional checklist.

You will be using the following techniques to evaluate the YACC program:

1. a survey questionnaire to assess problems and activities involved in meeting program objectives in the areas of: participant recruitment, participant accomplishment, work projects, staffing and data collection and reporting;
2. a statistical data form to assess the scope of camp programs and activities, and
3. two interview questionnaires to determine from participants and Indians living on the reservation how they feel about the value of YACC experiences.

IMPLEMENTATION PROCEDURES

Survey Questionnaire

Ask the camp administrator and several other key staff members to give a cross-section of answers in areas which are somewhat subjective.

Estimated completion time: 1 hour

Statistical Data Form

The camp administrator should be able to complete this form using readily available data contained in existing files.

Estimated completion time: 15 minutes

Interview Questionnaires

Interview a sampling of program participants and Indians living on the reservation to complete these questionnaires.

Estimated completion time: 1 hour per interview

DOCUMENTATION FORMAT

To aid in organizing the data you have compiled during the evaluation, consider the following issues:

- o participant recruitment
- o participant accomplishments
- o work programs
- o staffing
- o data collection and reporting
- o other.

Apply to each of these issues the following areas of consideration:

- o problems and needs
- o positive results and activities
- o suggested changes to strengthen the program

The statistical data form provides its own format and may be summarized in narrative style.

These suggestions for organizing the material should be revised, expanded, re-worded or shortened according to the areas in which meaningful information and opinion is collected.

YACC

SURVEY QUESTIONNAIRE

(for camp staff)

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Enrollee Recruitment Information					
1. Program announcements are posted on Indian reservations.					
2. There are adequate numbers of eligible and interested young adults in the geo-graphical area of camp recruitment.					
3. Potential recruits have awareness and under-standing of the program.					
4. State Employment Service and local agencies act in a timely manner to fill job orders.					
5. The selection process is adequate for select-ing desirable enrollees.					
6. Candidates are well informed about the program during the registration/interview process.					
Enrollee Accomplishment Information					
1. Absenteeism is a problem					
2. High turnover is a problem.					

YACC

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
3. Enrollees receive training in their job areas.					
4. Enrollees receive counseling about their career futures.					
5. Special efforts are made to interest potential employers in hiring YACC enrollees.					
6. Enrollees stay in the YACC program all 52 weeks.					
7. Enrollees who terminate before the 52-week period leave to take other jobs.					
8. Enrollees who terminate before the 52-week period simply quit and are initially unemployed.					
9. The program has had a favorable impact on reducing unemployment in the area.					
10. We have adequate discipline procedures to discourage problems.					

YACC

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Work Program Information					
1. Projects are selected for their value with respect to necessary immediate conservation work.					
2. Projects are selected for their value with regard to work experience and training enrollees will need for future employment.					
3. Projects are selected for their ability to maximize the number of people employed and duration of employment.					
4. Projects are selected with regard to how they "fit" into a long-term conservation management, maintenance, construction and/or general improvement plan for the reservation.					
5. Existing projects would not have been undertaken without YACC.					
6. Participants are involved in a variety of different projects during their enrollment.					

YACC

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Staffing Information (cont.)					
8. All staff is familiar with Operations and Safety Handbooks.					
9. Staff gets adequate information and cooperation from BIA Agency and Area offices.					
Data Collection and Reporting Information					
1. The financial status reports sent to BIA help us better plan and organize our activities/ programs.					
2. The enrollee status reports sent to BIA help us better plan and organize our activities/ programs.					
3. Contract evaluation conducted by BIA has provided us with useful program guidance.					
4. The selection, organization and conduct of work projects is aided by our use of the Quarterly Work Project Reports (form 5) and the Work Project Plans (form 4).					

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Data Collection and Reporting Information (cont.)					
5. The Operations Handbook is a useful resource to us.					
6. The Safety Handbook is a useful resource to us.					

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Work Program Information (cont.)					
7. Work is planned and structured in a way that provides learning and understanding of activities.					
Staffing Information					
1. Top staff (camp director, administrative officer, work coordinator) are selected on the basis of their knowledge of the reservation and its needs.					
2. Top staff are selected on the basis of their ability to work with young people.					
3. Top staff are selected on the basis of their desire and availability					
4. Turnover to top staff is a problem.					
5. Turnover of other staff is a problem.					
6. Top staff receives adequate Bureau/Dept. training.					
7. Project Managers and/or Camp Directors provide training to other camp staff to ensure their understanding of project objectives.					

YACC

STATISTICAL DATA FORM

(for camp staff)

1. Number now in camp _____ Indian _____
   Non-Indian _____

2. Total number who have ever been in camp _____

3. Average quarterly terminations in first 6 months (2 quarters) of operation _____

   a. average number resigned for other reasons _____
   b. average number accepted other employment _____
   c. average number that went to school _____
   d. average number fired _____

4. Average quarterly terminations in past 6 months (2 quarters) of operation _____

   a. average number resigned for other reasons _____
   b. average number accepted other employment _____
   c. average number that went to school _____
   d. average number fired _____
   e. completion of service _____

5. Estimated number of past enrollees who now have jobs similar to work they experience during YACC _____

6. Average and approximate number of people absent on any given day _____

7. Approximate number of people mostly unemployed since leaving YACC _____

8. Approximate number of people who have new jobs after YACC _____

9. Estimated number of YACC projects being conducted at any given time _____

10. Average quarterly total work hours for all projects (from Form 5) _____

11. Average quarterly total appraised value for all projects in first 6 months of operation (from Form 5)
    _____

12. Average quarterly total appraised value for all projects in past 6 months of operation (from Form 5)
    _____

13. Average quarterly total Bureau direct costs for all projects in first six months (from Form 5) _____

14. Average quarterly total Bureau direct costs for all projects in past six months (from Form 5) _____

INTERVIEW QUESTIONNAIRE

(for program participants)

1. Do you feel you are accomplishing needed conservation work? If so, in what projects specifically? If not, why not?

2. Has YACC enabled you to be employed at a time that you otherwise would not have been?

3. Have you gained useful new skills or information? If so, describe and state whether this has been due to any special training or just on-the-job experience.

4. In what way, if any, do you now feel differently about your employment future?

5. Do you plan to be employed in this kind of work in the future?

6. What, if anything, would you change about the YACC program if you could?

INTERVIEW QUESTIONNAIRE

(for Indians living on the reservation)

1. Are you aware of the YACC program on your reservation? If so, what seems to you to be the purpose of it?

2. Have you noticed any conservation work accomplished due to this program? If so, what? Do you feel this work has been useful to the reservation?

3. Do you feel YACC has been valuable in addressing unemployment problems?

4. Do you feel participants in YACC are learning things that will help them in future employment?

5. What, if anything, do you think should be changed about YACC?

SECTION 9

YOUTH CONSERVATION CORPS (YCC)

PROGRAM BACKGROUND

Scope

The Youth Conservation Corps (YCC) is administered by the Department of the Interior, Department of Agriculture and the states. There are 68 BIA or tribal contract camps serving approximately 3,200 youths, about half of them Indian.

The program is an eight-week summer experience offering typical work projects such as trail-building, fencing, cleaning campgrounds, thinning timber and improving wildlife habitats. Participants are paid for their work and also take part in special environmental awareness activities. The program has been in operation for approximately ten years.

Objectives

According to Department of Interior literature promoting the Youth Conservation Corps, the primary objectives of the program are:

- to accomplish needed conservation work on public lands
- to provide gainful employment for 15-18-year-old males and females from all social, economic, ethnic and racial classifications
- to develop an understanding and appreciation in participants of the nation's natural environment and heritage.

Results

When the objectives listed above are met, the following results should be evident:

- o increased summer employment among eligible youths
- o visible improvement in environmental management and maintenance of natural resources
- o accomplishment of conservation improvement projects on public lands
- o increased environmental awareness among participants.

EVALUATION TECHNIQUES

Because extensive reporting is already required of YCC program administrators, it is not necessary to conduct further surveys of program functions through a functional checklist.

You will be using the following techniques to evaluate the YCC program:

1. two survey questionnaires to assess problems and activities involved in meeting program objectives in the areas of: participant recruitment, participant accomplishment, work projects, staffing and data collection and reporting;
2. a statistical data form to assess the scope of camp programs and activities, and
3. three interview questionnaires to determine from parents, participants and counselors how they feel about the value of YCC experiences.

IMPLEMENTATION PROCEDURES

Survey Questionnaire

Ask the camp administrator and several other key staff members to give a cross-section of answers in areas which

are somewhat subjective. The second survey questionnaire should be completed by the cam environmentalist.

Estimated completion time: 1 hour

Statistical Data Form

The camp administrator should be able to complete this form using readily available data contained in existing files. It may also be helpful for you to have a copy of the YCC Operations Manual and copies of Forms 5 and 6 covering the past three years from the tribes.

Estimated completion time: 15 minutes

Interview Questionnaires

Interview a sampling of participants, parents of participants and school counselors to complete these questionnaires.

Estimated completion time: 1 hour per interview

DOCUMENTATION FORMAT

To aid in organizing the data you have compiled during the evaluation, consider the following issues:

- o participant recruitment
- o participant accomplishments
- o work programs
- o staffing
- o data collection and reporting
- o other.

Apply to each of these issues the following areas of consideration:

- o problems and needs
- o positive results and activities
- o suggested changes to strengthen the program.

The statistical data form provides its own format and may be summarized in narrative style.

These suggestions for organizing the material should be revised, expanded, re-worded or shortened according to the areas in which meaningful information and opinion is collected

SURVEY QUESTIONNAIRE

(for camp staff)

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Participant Recruitment Information					
1. There are adequate numbers of eligible and interested youth in the nearly geographical area.					
2. Efforts are made to notify Indian candi-dates.					
3. Potential candidates have adequate sources of information to be aware of and under-stand YCC.					
4. State and local agencies act in a timely manner to recruit and select adequate numbers of participants.					
Participant Accomplishment Information					
1. Absenteeism is a problem					
2. Drop-out rate is a problem.					
3. Participants receive training in their work areas.					

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Participant Accomplishment Information (cont.)					
4. "Environmental Awareness Questionnaires" show increased participant understanding of environment and conservation.					
5. Participants in YCC are those who would not otherwise find employment during the summer months.					
6. Participants eventually take other jobs which draw upon their experience and learning with YCC.					
7. Participants receive counseling about their career and educational future.					
Work Project Information					
1. Projects are selected for their value with respect to necessary, immediate conservation work.					
2. Projects are selected for their value with regard to the useful work experience they provide participants.					

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Work Project Information (cont.)					
3. Projects are selected for their ability to keep youth employed and busy during the summer.					
4. Projects are selected with regard to how they "fit" into a long-term conservation management, maintenance, construction and/or general improvement plan for the reservation.					
5. Projects selected would not have been accomplished without YCC.					
6. Participants are involved in a variety of different projects during the YCC term.					
Staffing Information					
1. It is difficult to find and employ adequate staff for YCC.					
2. Top staff are selected on the basis of their knowledge of the reservation and its needs.					
3. Top staff are selected on the basis of their ability to work with young people.					

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Staffing Information (cont.)					
4. Top staff are selected on the basis of their desire and availability.					
5. Top staff generally are the same individuals from one summer to the next.					
6. Other staff generally are the same individuals from one summer to the next.					
7. Top staff receive adequate Bureau/departmental training for their YCC duties.					
8. All staff is familiar with Administrative and Safety handbooks.					
9. Staff gets adequate information and cooperation from BIA Agency and Area offices.					
10. Special efforts are made to encourage and recruit former YCC participants to return as staff members.					
Data Collection and Reporting Information					
1. The Youth Satisfaction Questionnaires help us better plan and conduct our program.					

	No/ Never	Rarely	Some-times	Mostly	Yes/ Always
Data Collection and Reporting Information (cont.)					
2. The Environmental Awareness Questionnaires help us better plan and conduct our program.					
3. The selection, organization and conduct of work projects is aided by our use of the Work Project Reports and Work Project Plans (Form 5 and Form 4).					
4. The Administrative Handbook is a useful resource to us.					
5. The Safety Handbook is a useful resource to us.					

YCC

SURVEY QUESTIONNAIRE

(for camp environmentalist)

1. How many hours per week do you work with YCC participants on the average? _____

2. What topics are covered in sessions you conduct for participants? Name topics and rank.

   (most time spent) _____
   _____
   _____
   _____
   _____
   (least time spent) _____

3. In addition to formal environmental sessions, how many hours per week do you work with participants on any of their work projects? _____

4. Describe the changes that have occurred in participants' environmental awareness, including results of the "before" and "after" Environmental Awareness Questionnaire.

   _____
   _____
   _____
   _____
   _____
   _____

YCC

STATISTICAL DATA FORM

(for camp staff)

1. Average number of applicants each summer is _____.

2. Number accepted to ensure maximum participation is _____.

3. Average number enrolled each summer is _____.

4. Indian (average) _____ Non-Indian (average) _____

5. Average number who leave before end of camp _____.

6. Estimated number of projects being conducted at any given time _____.

7. Estimated appraised value of projects completed each summer _____.

8. Estimated Bureau direct costs for all projects each summer _____.

YCC

INTERVIEW QUESTIONNAIRE

(for program participants)

1. Do you feel you are accomplishing needed conservation work? If so, in which projects particularly? If not, why not?

2. Has YCC provided you employment at a time when you would otherwise have been unemployed?

3. Have you learned more about the environment?

4. Have you learned things that may help you later? If so, in what way will they help you?

5. What, if anything, would you change about YCC if you could?

INTERVIEW QUESTIONNAIRE

(for parents of program participants)

1. Do you think YCC was a good experience for your son or daughter? Why?

2. What changes have you noticed in your son or daughter since attending YCC?

3. Would you recommend YCC to other parents for their children? If so, why?

4. What, if anything, would you change about YCC if you could?

YCC

INTERVIEW QUESTIONNAIRE

(for school counselors)

1. Do you think YCC is a good experience for students? Why?

2. What changes have you noticed in students who have attended YCC?

3. Would you recommend YCC to parents of other students?

4. What, if anything, would you change about YCC if you could?

SECTION 10

LAW ENFORCEMENT PLANNING

PROGRAM BACKGROUND

Scope

The Law Enforcement Improvement Planning effort, initiated by the BIA Division of Law Enforcement Services and assisted by Stanford Research Institute, has reflected a major undertaking of assistance and motivation to tribes wishing to develop long-range law enforcement improvement plans.

The planning process for tribes has involved completing two guidebooks which summarize crime and law enforcement data and which identify problems, alternative solutions and implementation plans. Technical assistance and training have been available to the tribes for this purpose as has financial assistance for completing the guidebooks.

Ultimately, 88 of the 120 eligible tribes completed both guidebooks and thus set forth comprehensive plans for the improvement of their law enforcement services. In many cases, these plans were developed by special or existing committees. In other cases, they were drafted by one individual either from outside or inside the reservation.

Objectives

Objectives of the recent BIA law enforcement planning effort are:

- to enable tribes to identify problems in their criminal justice systems
- to develop and implement viable solutions

- o to assist law enforcement personnel in justifying budget requests and policy changes
- o to demonstrate the general value of long-range planning so that the process may be transferred to other functional areas

Results

When the objectives listed above are met, the following results should be evident:

- o completion of the "Law Enforcement Planning Guides" provided by BIA
- o identification of priority problems and alternative solutions regarding tribal law enforcement
- o steps taken to begin implementation of solutions
- o policy and budgeting which reflect long-term planning for law enforcement improvement.

EVALUATION TECHNIQUES

Evaluation techniques for the law enforcement planning process present a special problem. Because it is a first-time program, it is impossible to use comparative or time-sequence types of evaluation. Also, truly significant conclusions about possible results (such as better police response times or trainees with better scores on tests) cannot be made because it is too early to tell.

Therefore, the evaluation will need to focus on the planning process and on only the most general, early results. This kind of evaluation will provide valuable insight into the viability of planning in general and into the commitment established to utilize the law enforcement plans.

In the absence of specific numerical measures, general ones which do dictate evaluation technique include: completion of both guidebooks, initiation of enforcement policy, changes in resource disbursement and budget priorities, and plans to utilize the planning process again in the future.

You will be using the following techniques to evaluate law enforcement planning:

1. a functional checklist inquiring into the process undertaken to accomplish the planning -- generally, who carried out the planning and how;

2. a survey questionnaire asking for early results of the planning such as start-up implementation, funding request changes, policy changes, etc.; and

3. an interview questionnaire to give all segments of the tribal law enforcement community an opportunity to discuss how they feel about the success of the planning process and its contribution to law enforcement improvement.

IMPLEMENTATION PROCEDURES

Functional Checklist

Give this checklist to tribal administrative personnel most familiar with the law enforcement planning project (possibly the Commissioner of Law and Order or the tribal planner).

Estimated completion time: 30 minutes

Survey Questionnaire

Since answers to some questions will be somewhat subjective, give this questionnaire to several different individuals. These individuals should be Agency or tribal personnel familiar with the project.

Estimated completion time: 30 minutes

Interview Questionnaire

Conduct these face-to-face interviews with a sampling of individuals from the tribal law enforcement community -- police, officials from the courts, corrections officers and top administrators.

Estimated completion time: 1 hour per interview

DOCUMENTATION FORMAT

The functional checklist and survey questionnaire are essentially documentation formats in and of themselves. However, you may want to organize information from them in several different categories such as:

1. Brief functional summary of planning activities
2. Areas of initial implementation
3. Areas of policy change
4. Areas of financial resource change
5. Likelihood of further planning efforts (in law enforcement or other)
6. Perceived successes of planning program and reasons
7. Perceived problems of planning program and reasons.

The documentation format for the interview questionnaire should be a report which organizes all the statements into three major categories:

1. Program successes and positive results
2. Program problems and needs
3. Changes suggested.

Within each category, further organize your data by functional area, selecting the major areas mentioned during the interviews. For example, any given area may include:

1. Committee vs. individual completion of guidebook
2. Implementation
3. Budget priorities
4. Policy changes
5. Early results
6. Statistical data collection

Obviously, the above will depend on exactly what has transpired in the interviews and what major items of discussion have been mentioned frequently. At the end of the report, summarize in one place:

1. Factors which appear to be barriers to meeting the program objectives and

2. Factors which appear to be helping to meet objectives.

FUNCTIONAL CHECKLIST

(for top administrator of tribal law enforcement)

1. Did your tribe complete all facets (both workbooks) of the "Reservation Law Enforcement Improvement Plan?" If not, why? Which areas are incomplete?

_____

_____

_____

_____

2. Who did the majority of work on drafting the plan:

   Tribal Planner _____

   Tribal Attorney _____

   Law enforcement personnel (specify) _____

   Outside consultant _____

   Other (specify) _____

3. Was a committee used for this planning purpose? If so, was it an existing committee or specially formed for the planning effort? Who was on the committee (titles only)?

_____

_____

_____

_____

_____

_____

4. During the planning, was there any formal mechanism for informing other members of the tribe and obtaining feedback from them about the plan? If so, how was this done?

_____

_____

_____

_____

_____

_____

5. Did any of those involved in the planning receive BIA training or orientation about it? _____

6. Did the tribe receive BIA technical assistance during the planning? _____

7. What is the total amount of BIA funding the tribe received for this planning? _____

8. When was the planning started? _____

9. When was the plan completed? _____

10. Was the necessary data about crime and criminal justice services already available or did it have to be collected for the first time? _____

11. Has the tribe ever undertaken any similar planning efforts in areas other than law enforcement? If so, in what areas?

_____

_____

_____

_____

_____

12. Additional comments or explanation:

SURVEY QUESTIONNAIRE

(for key law enforcement administrative personnel)

1. Have you begun to implement any of the stated solutions which would help you meet goals in the plan? If so, which ones?

_____

_____

_____

_____

2. Are you using a "Progress Monitoring Form" (as suggested in Workbook II) to tract implementation? If so, has it been helpful to you?

_____

_____

_____

_____

3. Are you on schedule with your five-year implementation plan? If not, why?

_____

_____

_____

_____

4. Could some of your planned solutions be implemented even if no additional financial resources become available? _____

5. Did the identification of sources of funds for new programs (Workbook II) help you better mobilize financial resources for the tribe? _____

6. Have you requested additional BIA funds to carry out the plan? _____

7. Have you requested additional funds from other sources (LEAA, CETA, EDA, etc.) to help carry out the plan?

_____

8. Has the plan resulted in any changes in budgeting priorities or financial resource disbursement? _____

9. Has the plan resulted in any changes in tribal law enforcement policy? _____

10. Has the plan resulted in any changes in the organization or structure of law enforcement activities? _____

11. Do you have any plans to utilize a similar planning process again in law enforcement? _____

12. Do you have any plans to utilize a similar planning process in areas other than law enforcement? _____

13. Do you plan to evaluate the results of the implementation of solutions stated in the plan? _____

14. Additional comments or explanation:

_____

_____

_____

_____

_____

_____

_____

_____

_____

INTERVIEW QUESTIONNAIRE

(for all levels of law enforcement personnel and tribal elected and appointed officials)

1. What, if anything, do you feel is the most important positive impact of the law enforcement planning this tribe has undertaken?

2. What, if anything, do you feel could be a negative impact of this law enforcement planning?

3. In your opinion, were the problems and/or problem priorities stated in the plan any different than they would have been without the planning process?

4. Do you think the tribe will implement the solutions set forth in the plan? If not, why?

5. What do you think should have been done differently during the planning process?

SECTION 11

LAW ENFORCEMENT RECRUITMENT

PROGRAM BACKGROUND

Scope

Law enforcement recruitment is an ongoing process which must be performed by every law enforcement agency. Most Indian law enforcement agencies are still in the developmental stages, and establishing an effective recruitment process is often a task which needs to be accomplished.

In many agencies, high turnover and low training completions continue to be problems. By evaluating present recruitment activities and standards and deciding how to improve them, law enforcement agencies could move toward developing professionalism and increasing overall effectiveness.

Evaluation instruments in this section will provide both qualitative and quantitative information plus an assessment of needs. These instruments will measure the effectiveness of current recruitment efforts only, not of the whole law enforcement function.

Objectives

Effective law enforcement recruitment will meet the following objectives:

- o to develop an adequate pool of qualified applicants from which to select in a timely manner;
- o to establish specific recruitment standards that result in screening out unqualified applicants early in the process;
- o to utilize a recruitment process that is cost-effective and reduces the dropout and turnover rates;

- o to utilize a recruitment process that is consistent with sound personnel management principles;
- o to design and apply job-related recruitment criteria.

Results

When the objectives listed above are met, the following results should be evident:

- o a reduction in hiring unqualified applicants;
- o an adequate applicant pool for selection;
- o a cost-effective process consistent with other police forces of comparative size;
- o a reduction in turnover, absenteeism and dropout rates;
- o an increase in positive training completions;
- o an improvement in morale;
- o an increase in professionalism;
- o an improved image of law enforcement in the community.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate the law enforcement recruitment process:

1. a functional checklist to determine current recruitment practices,
2. a survey questionnaire to determine the effects of current practices on law enforcement officers,
3. a statistical data form to provide information with which to analyze the recruitment function and
4. a comparative data form to analyze recruitment efforts across tribes.

IMPLEMENTATION PROCEDURES

Functional Checklist

Ask one person in the law enforcement agency who would have access to the necessary information to complete this checklist.

Estimated completion time: 1 hour

Survey Questionnaire

Give this survey to a sampling of officers in a particular agency or to all of them if the department is small enough. If done in conjunction with a similar department, comparative data could be generated. All data would need to be calculated and analyzed statistically. Calculations for frequencies and means would provide an adequate base for analysis.

Estimated completion time: 45 minutes

Statistical Data Form

Ask the same person who completed the functional checklist to complete this form. It will place information in a matrix that allows for direct statistical as well as comparative analysis.

This form will build upon data already collected as a part of the functional checklist and will present the information in a more readable and useful format for analysis and decision making. Other necessary data should be available from sources and systems already in place such as the application form, personnel action forms, etc.

This form could also be the basis for both historical and comparative analyses and part of a management information system for planning. Other information could be added to those data variables already listed to collect information about other law enforcement personnel functions.

Estimated completion time: 20 minutes.

Comparative Data Form

Ask the person who completed the checklist and statistical form to complete this form also.

Estimated completion time: 20 minutes

All evaluation techniques in this section could be used to do a comparative analysis internally or externally on a year-to-year basis, a tribe-to-tribe basis or a tribe-to-BIA basis.

DOCUMENTATION FORMAT

To aid in organizing the data you have obtained during the evaluation, consider the following issues:

1. qualifications of applicants -- satisfactory or unsatisfactory?
2. applicant pool -- adequate or not?
3. recruitment process -- cost-effective?
4. turnover, absenteeism and dropout ratio -- high or low?
5. positive training completions -- many or few?
6. morale -- high or low?
7. image of law enforcement in the community -- good or bad?
8. training of recruits -- adequate and effective or not?

In each of these areas, include information on strengths and weaknesses, based on the data. Add any recommendations for changes or improvements.

Then organize the information under the following categories:

1. Methods of Announcement
2. Announcement Content
3. Frequency and Timing of Announcements
4. Application Process
5. Screening Process
6. Selection and Hiring
7. Terminations
8. Human Resources Development
9. Costs
10. Community Relations

FUNCTIONAL CHECKLIST
(for a law enforcement agency official)

ANNOUNCING POSITION OPENINGS

A. METHODS

The following methods are used to announce recruitment for law enforcement positions (check all that apply):

1. Posting position announcements _____
2. Radio/T.V. announcements _____
3. Newspaper advertisements _____
4. Word-of-mouth _____
5. At meetings and/or speaking engagements _____
6. Other (List) _____ _____
   _____ _____

B. ANNOUNCEMENT CONTENT

1. Position title _____
2. Description of job duties and responsibilities _____
3. Reporting relationships _____
4. Minimum qualifications required _____
5. Salary and fringe benefits _____
6. Steps in applying _____
7. Steps in selection for hire _____

C. FREQUENCY AND TIMING (Check all that apply or fill in the blanks)

Announcements are made:

1. Only when there are openings _____
2. At special times during the year _____
3. All year long _____
4. What length of time are announcements kept open for recruitment (weeks, days, months)? _____
5. What is the average number of applications received for each opening? _____

D. APPLICATION PROCESS

The following is part of the application process (check all that apply and list who conducts or screens the items below):

		By Whom
1. Written application form	____	_____
2. Written test	____	_____
3. Physical exam and/or test	____	_____
4. Background check	____	_____
5. References	____	_____
6. Psychological exam	____	_____
7. Interview(s)	____	_____
8. Other (list):	____	_____

_____

_____

E. SCREENING PROCESS - Position Description (Answer yes or no)

1. Minimum qualifications (MQ's) are job related _____
2. Minimum qualifications (MQ's) are related to the CFR's _____
3. Minimum qualifications (MQ's) are measurable _____
4. Applications are screened and reviewed for meeting the minimum qualifications (MQ's) _____

F. SELECTION AND HIRING

Selection is made on the following basis (check all that apply):

1. Who is available and will take the job _____
2. Who did the best overall on all segments of the application process _____
3. Pressure from outside the law enforcement department _____
4. Other (list): _____

_____

_____

Each new officer receives the following (check all that apply or fill in the blanks):

1. Orientation _____

   Within _____(days, weeks, months) of hire

2. Required training _____

   Within _____(days, weeks, months) of hire

3. Training received is from

   a. Your department _____
   b. BIA Police Academy _____
   c. State Police Academy _____
   d. Other (list): _____

   _____

4. Written standards for his/her performance _____

5. Written policies and procedures for all employees (employee handbook) _____

6. Other (list):

   _____

   _____

Each new officer is (check or fill in the blanks):

1. On probation _____

   For how long? _____

2. Has his/her performance reviewed by his/her supervisor during the probation period or first year on job _____

   How often? _____

G. TERMINATIONS (Fill in the blanks)

1. How many new hires did you have in the last 12 months?

   _____

2. How many of the new hires are now terminated? _____

3. How many other terminations have you had in the last 12 months? _____

4. For the last 12 months, new hires were terminated for the following reasons (fill in the number):

   Dissatisfied with job _____
   Took other employment _____
   Fired _____
   Moved _____
   Illness _____
   Returned to school _____
   Other (list):

   _____ _____

   _____ _____

5. Employees other than new officers terminated for the following reasons (fill in the number):

Dissatisfied with job	_____
Took other employment	_____
Fired	_____
Moved	_____
Illness	_____
Returned to school	_____
Other (list):	
_____	_____
_____	_____

6. Employee terminations are handled by (check all that apply):

a. Not showing up for work	_____
b. Telling the immediate supervisor	_____
c. Written resignation	_____
d. Termination interview with:	
Immediate supervisor	_____
Chief-of-police	_____
Personnel officer	_____
Other (list):	
_____	_____
_____	_____

H. HUMAN RESOURCE DEVELOPMENT (Check all that apply):

1. We do short-range (1 to 2 years) planning _____

   We do long-range (3 to 5 years) planning _____

2. Future manpower needs are related to:

a. Current manpower capabilities	_____
b. Career development through:	_____
Training	_____
Job experience	_____
Outside course work	_____
Job rotation	_____
Promotion	_____
Performance appraisal	_____
c. Additional recruitment	_____

3. We have:

a. a formal personnel system	_____
b. an informal personnel system	_____
c. another type personnel system	_____
d. no personnel system	_____

4. Who is your personnel officer (job title)?

_____

5. We have an upward and lateral mobility program _____

6. We have career planning and career development for each employee _____

7. We encourage membership in professional law enforcement associations _____

8. We send employees to professionally sponsored programs and workshops _____

9. We subscribe to professional law enforcement journals and magazines _____

10. Such literature is made available for employees to read _____

11. Information on promotion and career requirements and opportunities is available to all employees _____

I. COSTS (fill in the blanks)

1. What are your recruitment costs? Consider advertising, interviewing, screening, testing, public relations, etc. _____

2. How many months before a new officer becomes fully productive? _____

3. What is the department's cost for a new officer until he/she becomes productive? Include salary, fringe benefits, equipment, uniforms, training, additional supervision time, etc. _____

4. What additional costs has the department incurred as a result of employee terminations in the last 12 months. Include overtime costs, substitute manpower costs, absenteeism, etc. _____

J. COMMUNITY RELATIONS

1. Our department does the following to enhance community relations (check all that apply):

   a. provides speakers _____

   b. sponsors programs in and/or for:
      elementary schools _____
      secondary schools _____
      youth organization _____
      community groups _____
      career days _____
      other _____

2. The image of law enforcement and officers in our community is (check one):

   excellent _____
   good _____
   fair _____
   poor _____

3. Community support for law enforcement is (check one):

   excellent _____
   good _____
   fair _____
   poor _____

SURVEY QUESTIONNAIRE

(for law enforcement officers)

Check all that apply to your situation or write in your answers.

1. How long have you worked in law enforcement?

Less than 1 year	_____	11 to 15 years	_____
1 to 2 years	_____	16 to 20 years	_____
2 to 4 years	_____	More than 20 years	_____
5 to 10 years	_____		

2. What is your highest level of education?

Less than 8th grade	_____	Attended college	_____
8th to 11th grade	_____	Bachelor's degree	_____
High school grad or G.E.D.	_____	Advanced degree	_____
Attended vocational, technical college	_____		

3. How were you recruited to your present department?

Position announcement	_____	Word-of-mouth	_____
Radio/TV announcement	_____	Was asked to apply	____
Newspaper ad	_____	Other (list):	
		_____	____
		_____	____

4. The following were part of the application process that I was asked to complete:

Application form	_____	Background check	_____
Written test	_____	Psychological exam	____
Physical exam/test	_____	Interviews	_____
List references	_____	Other (list):	
		_____	____
		_____	____

5. If you were in charge of recruitment, what would you require as part of the application process?

Application form	_____	Background check	_____
Written test	_____	Psychological exam	____
Physical exam/test	_____	Interviews	_____
List references	_____	Other (list):	
		_____	____
		_____	____

6. The application process was:

Fair	_____	Was comfortable with me	_____
Unfair	_____	Was uncomfortable with me	_____
Took the right amount of time	_____	Was professionally done	_____
Took too long	_____	Was unprofessionally done	_____
Able to screen qualified applicants	_____		
Was unable to screen qualified applicants	_____		

7. The recruitment process presented the job of police officer:

Accurately	_____	Realistically	_____
Inaccurately	_____	Unrealistically	_____
Completely	_____	As important	_____
Incompletely	_____	As unimportant	_____

8. I feel the recruitment process should:

Stay the same _____ Be changed _____

9. What would you do to improve the present recruitment process? List and briefly describe. Include what you would add or delete and why.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

10. List the five qualities of a police officer that are most important to you. Be specific such as: "always reports to shift on time," "never comes to work intoxicated," etc.

Most important 1. _____

2. _____

3. _____

4. _____

Less important 5. _____

11. List the five tasks of a police officer that are the most frequent such as booking suspects, writing reports, etc.

Most frequent 1. _____

2. _____

3. _____

4. _____

Less frequent 5. _____

12. To what, if any, professional law enforcement organization do you belong? List.

_____

_____

_____

_____

_____

How often do you attend meetings of these organizations?

_____

_____

13. To what, if any, professional law enforcement journals, magazines, etc., do you subscribe? List.

_____

_____

_____

_____

How often do you read these journals, magazines, etc.?

_____

_____

14. The salary, fringe benefits, etc., in my department are:

Adequate	_____	Competitive	_____
Inadequate	_____	Not competitive	_____
Fair	_____	Important to me	_____
Unfair	_____	Unimportant to me	_____

15. What do you like most about your job?

_____

_____

_____

_____

_____

_____

16. What do you like least about your job?

_____

_____

_____

_____

_____

_____

17. For what reasons would you leave your present job?

18. When you were hired in your present position did you receive any orientation to your job? _____ Your department? _____ An employee handbook? _____

19. What training have you received? List type of training, who provided it, length of training, who paid for training.

20. What, if any, career planning, counseling and/or development does your department do? Describe briefly.

21. Career advancement, requirements and opportunities in this department are:

Adequate _____ Open to all _____
Inadequate _____ Open to a select few ____
Well publicized _____ Explained clearly _____
Not well publicized _____ Not explained clearly ____

22. I would rate my satisfaction with my job as being:

Satisfied ____ Moderately satisfied _____
Dissatisfied _____

23. I would rate my satisfaction with my department as being:

Satisfied _____ Moderately satisfied _____
Dissatisfied_____

Law Enforcement Recruitment

STATISTICAL DATA FORM

(for law enforcement agency official)

	Last Yr.	This Yr.	Next Yr.	Etc.
Number of openings				
Number of applicants				
Number of qualified applicants				
Average age of applicants				
Average educational level of applicants				
Average years law enforcement experience of applicants				
Number terminated in first 12 months				
Number sent to BIA police academy training				
Number in other training				
Number completing required training				
Cost of recruitment per applicant				
Number members of professional organizations				
Number terminated because of: job dissatisfaction				
Other employment				

Law Enforcement Recruitment

	Last Yr.	This Yr.	Next Yr.	Etc.
Fired				
Moved				
Illness				
Returned to school				
Average number of days from position announcement to actual hire				
Number of openings				
Number of applicants				
Number of qualified applicants				
Average age of applicants				
Average educational level of applicants				
Average years law enforcement experience of applicants				
Number terminated in first 12 months				
Number sent to BIA police academy training				
Number in other training				
Number completed required training				
Cost of recruitment per applicant				
Number members of professional organization				
Number terminated because of: Job dissatisfaction				

Law Enforcement Recruitment

	Last Yr.	This Yr.	Next Yr.	Etc.
Fired				
Moved				
Illness				
Returned to school				
Average number of days from position announcement to actual hire				

SECTION 12

HOUSING: RESIDENT TRAINING AND COUNSELING PROGRAM

PROGRAM BACKGROUND

Scope

Indian housing authorities have the option to develop a training program for resident counselors and trainers and to submit it to HUD for approval or to select the BIA Resident Training/Counseling Program (RTCP). Currently, some 40 tribes use the RTCP Program.

Training for resident counselors is contracted to the University of Wisconsin and is done in four non-consecutive weeks. This training prepares individuals to return to their reservations and work directly with residents on the problems and advantages of home ownership -- accomplished through home visits and group sessions with residents. A reporting system, encompassing expenditure data and activities data, enables BIA to monitor the program on each reservation.

Objectives

As stated in a 1976 memorandum to Area Directors from the Commissioner of Indian Affairs, the objectives of this program are:

- to enable Indian families to enjoy better living conditions through increasing their understanding of the benefits, advantages, requirements, responsibilities and consequences of living in a new home
- to develop among Indian families pride in and satisfaction with their new home environment

- o to accomplish a reduction in the volume of delinquent payments
- o to accomplish a reduction in the number of maintenance and repair calls and cost of maintenance and repair
- o to improve home maintenance inside and out
- o to foster increased understanding of use of appliances and fixtures

Results

When the objectives listed above are met, the following results will be evident:

- o development of a trained cadre of tribal housing counselors
- o decrease in payment delinquencies
- o decrease in maintenance and repair frequency and cost
- o visible improvement in home maintenance, inside and out
- o increased understanding of responsibilities and activities of home residence
- o increased ability to maintain common home fixtures and appliances
- o pride in home residence and/or ownership
- o change in activities of tribal housing authority.

EVALUATION TECHNIQUES

These techniques avoid requiring you to collect data already collected by the reporting system. However, you will need to summarize some of that data in a way that shows change in areas such as delinquencies and maintenance costs. Further, the evaluation seeks to develop information on the activities and staff performance related to the RTCP.

You will be using the following techniques to evaluate this program:

1. a background data sheet which will provide information that summarizes the scope of the program and some general changes that have been brought about by it;

2. a functional checklist to determine the process and activities undertaken in order to accomplish the program; and

3. two interview questionnaires, one for Housing Authority personnel and one for families receiving RTCP assistance, to assess how they view the success of the program and its contribution to home residence.

IMPLEMENTATION PROCEDURES

Background Data and Functional Checklist

These should be completed by the RTCP Program Coordinator. Most of the information requested is either already on file or is readily known to the Coordinator.

Estimated completion time: 1 hour

Interview Questionnaires

Conduct these face-to-face interviews with a sampling of Housing Authority personnel and assistance recipients.

Estimated completion time: 1 hour per interview

DOCUMENTATION FORMAT

To aid in organizing the data you have collected, consider the following issues:

1. trained housing counselors -- few or many?

2. payment delinquencies -- rate high or low?

3. maintenance and repair -- how frequent and how costly?

4. home maintenance -- visibly good or poor?

5. home residents -- good understanding of responsibilities and activities?

6. home residents able to maintain common fixtures and appliances?

The background data sheet and functional checklist are essentially documentation formats in and of themselves. However, you may want to organize information from them into several different categories such as:

- o Brief functional summary of RTCP activities
- o Home visit information
- o Group session information
- o Financial and budgeting assistance
- o Maintenance and repair assistance
- o Staff information
- o Other.

The documentation format for the interviews should be a report which organizes all the statements into three major categories:

1. Program successes and positive results
2. Program problems and needs
3. Changes suggested.

Within each category, further organize your data by function areas, selecting the major areas mentioned during the interviews. For example, the areas within any of the three categories above may include:

- o Home visits vs. group sessions
- o Results concerning delinquencies
- o Results concerning maintenance and repair
- o General attitudes of recipients (acceptance of program)

- o Program innovations

- o Relation with other government agencies.

Obviously, your organization of data will depend on exactly what has transpired in the interviews and what major items of discussion have been mentioned frequently. At the end of the report, summarize in one place:

- o factors which appear to be barriers to meeting program objectives and

- o factors which appear to be helping to meet objectives.

Housing: RTCP

BACKGROUND DATA SHEET

(for RTCP Program Coordinator)

1. Date the program started: _____
2. Number of eligible families: _____
3. Number of staff members: _____
4. Annual operating budget (current year): _____
5. Average number of families who have contact with the program each month: _____
6. Average number of requests for assistance each month: _____
7. Average number of training sessions conducted each month: _____
8. Average number of home visits conducted each month: _____
9. Approximate percentage change in delinquencies over past six months: _____% increase or _____ % decrease
10. Approximate percentage change in maintenance calls over past six months: _____ % increase or _____ % decrease
11. Approximate percentage change in number of people making regular payments over past six months: _____% increase or _____ % decrease
12. Approximate percentage ~~change in maintenance and~~ repair costs over past six months: _____% increase or _____ % decrease

FUNCTIONAL CHECKLIST

(for RTCP Program Coordinator)

	Always	Often	Some-times	Rarely	Never
Activities Information					
1. Individuals receiving assistance receive it through home visits.					
2. Individuals receiving assistance receive it through group sessions.					
3. There is a regular follow-up schedule after initial home visits.					
4. Counselors do their work on an "on request" basis.					
5. Counselors do their work by initiating it themselves.					
6. The program uses the services of the following other government agencies:					
Indian Health Service					
State Welfare					
County Extension					
Other BIA					
Other (list) _____ _____					

7. Rank the following from 1-5, with 1 representing the most frequent type of assistance you give and 5 representing the least frequent:

_____ home maintenance
_____ home repair
_____ rent or mortgage delinquencies
_____ understanding use of fixtures, appliances, etc.
_____ other (list): _____

Housing: RTCP

	Always	Often	Some-times	Rarely	Never
Staffing Information					
1. It is difficult to recruit adequate staff (coordinator and counselors) for the RTCP program.					
2. It is difficult to retain staff over time.					
3. The staff who leave the RTCP program go on to other positions with the Housing Authority.					
4. The training adequately prepares staff for their counseling responsibilities.					
5. The training adequately prepares staff for their training responsibilities.					
6. The training adequately prepares staff for their supervisory and leadership responsibilities.					
7. Regular performance appraisals are made of the staff (either annually or more frequently).					
Recipient Information					
1. There has been a substantial increase (more than 50%) in requests for assistance in the most recent 6 months of the program over the first 6 months.					
2. The recipients prefer home visits to group training sessions.					
3. Our data show a constant and continuing decrease in the number of delinquencies among those eligible for the program.					

Housing: RTCP

	Always	Often	Some-times	Rarely	Never
5. Our data show a constant and continuing decrease in home maintenance and repair problems among those eligible.					
6. Our data show a constant and continuing decrease in the number of maintenance calls.					
7. One result of the program has been to streamline and/or reduce the work of the Housing Authority.					
Reporting Information					
1. The monthly expenditure status report is useful in our program monitoring and planning.					
2. The monthly activity progress report is useful in our program monitoring and plannning.					
3. The quarterly progress report is useful in our program monitoring and planning.					
4. The data collected for these reports has led us to revise our program activities.					

INTERVIEW QUESTIONNAIRE

(for Housing Authority personnel)

1. What is your role in the Resident Training/Counseling program?

2. How has your work changed since the RTCP began?

3. What do you feel has been the most positive result of RTCP?

4. What do you feel has been the least positive result of RTCP?

5. What would you change if you could change anything at all about RTCP?

INTERVIEW QUESTIONNAIRE

(for families receiving RTCP assistance)

1. What type of contact have you had with resident housing counselors (i.e., visits to your home, group sessions, meetings at their office) and how often?

2. In meetings and sessions you have had with resident housing counselors, have they been effective in providing information and in answering your questions?

3. What do you feel has been the most positive result of RTCP for you?

4. What do you feel has been not so positive about RTCP for you?

5. What would you change if you could change anything at all about RTCP?

SECTION 13

TRAINING AND TECHNICAL ASSISTANCE

PROGRAM BACKGROUND

Scope

The Indian Self-Determination and Education Assistance Act states that training and technical assistance will be provided to tribes in an effort to assist them in taking over operation of some BIA-administered programs. Tribes will also be assisted in developing their capacity to manage.

BIA has the responsibility of assisting tribes in this process. Tribes have the option of using training and technical assistance from BIA as well as from other sources. Some of these sources include the Office of Personnel Management, other Federal agencies and private contractors.

In FY 79, $1 million was budgeted for training and technical assistance by BIA. A portion of these funds was used to provide a seminar on evaluation methods for tribal decision making in program assessment and a seminar on evaluation of trust responsibilities.

Objectives

BIA is required by the Indian Self-Determination Act:

- o to provide assistance required to overcome declination issues
- o to provide assistance to initiate and ensure successful tribal contract and grant performance
- o to provide technical assistance as a supplement or compliment to grants for tribal capacity-building

- o to enhance tribal ability to contract for BIA and other programs.
- o to strengthen tribal government and managerial capability.

Results

When the objectives listed above are met, the following results should be evident:

- o increased competence among tribes in determining whether or not to contract for specific programs
- o ability to recognize areas in which training and technical assistance are needed
- o ability to determine the best uses of training and technical assistance funds
- o increased capacity to contract successfully.

EVALUATION TECHNIQUES

You will be using the following techniques to evaluate these processes:

1. an interview questionnaire to determine attitudes of tribal officials toward training and technical assistance and
2. two survey questionnaires to determine past performance and/or projected use of training and technical assistance.

IMPLEMENATION PROCEDURES

Interview Questionnaire

Complete this questionnaire in face-to-face interviews with tribal officials responsible for training and technical assistance.

Estimated completion time: 45 minutes

Survey Questionnaire

These should be given to all tribal officials who are responsible for training and technical assistance. If the tribe has used training and technical assistance, tribal officials should complete both questionnaires. If the tribe has not used training and technical assistance, officials should complete only the Projected Use questionnaire.

Estimated completion time: 1 - 1½ hours each

DOCUMENTATION FORMAT

To aid in organizing the data you have collected, consider the following issues:

- o amount spent on training and technical assistance in the past
- o sources of past funding
- o where training and technical assistance has been successful in the past
- o past problems
- o present problems and needs
- o attitudes toward using training and technical assistance.

The supplemental sheets attached to the two survey questionnaires should aid in this process.

Based on this analysis, it should be possible to develop a plan of action that will consider the following:

- o competence of the tribe in determining whether or not to contract for specific programs
- o current ability to recognize areas in which training and technical assistance are needed
- o current ability to determine the best use of training and technical assistance funds
- o current capacity to contract successfully.

INTERVIEW QUESTIONNAIRE

(for tribal officials)

1. Are you familiar with the Indian Self-Determination and Education Assistance Act?

What are your feelings about it?

What are the positive and negative elements of it?

2. Are you familiar with the training and technical assistance of the Act?

SURVEY QUESTIONNAIRE -- PAST PERFORMANCE

(for tribal administrators, program managers, etc., who have responsibility for use of T & TA funds)

1. Identify your uses of training and technical assistance funds since 1975 (i.e. tribal capacity building, law enforcement, education, etc.). Use a separate copy of this questionnaire for each use of funds.

   Use of funds: _____

2. List the specific purpose for the use of T & TA funds.

   _____

   _____

   _____

   _____

3. Source of T or TA service (i.e., BIA, tribe, OPM, other Federal agency, private consulting company, etc.)

   _____

4. Dollar amount and duration of assistance

   $_____ Time _____

5. Did the T or TA accomplish its purpose? In what ways? List specific accomplishments:

   _____

   _____

   _____

   _____

   _____

   _____

Training/Technical Assistance

7. Who provided the service (BIA, OPM, tribe, etc.)?

8. Were you satisfied with their service?

9. Was the training or technical assistance helpful? Describe.

10. How could training and technical assistance help this tribe?

11. If you have not used training and technical assistance funds, why not?

Are you aware of the kinds of training and technical assistance available to your tribe?

Are the procedures for obtaining training and technical assistance clear to you?

3. In what ways are training and technical assistance funds distributed to this tribe from the BIA Area Office?

How much money is available to your tribe each year for training and technical assistance?

How many training and technical assistance contracts were awarded from the BIA Area Office last year?

Does the Area Office have written guidelines for application for training and technical assistance funds?

4. In what ways are training and technical assistance made available to this tribe from the Washington, D.C. BIA office?

How much money is made available each year?

_____

Does the Washington, D.C. office have written guidelines for application for training and technical assistance funds?

_____

5. Do you think that training and technical assistance is beneficial? Why or why not?

_____

_____

_____

_____

_____

What could be more helpful?

_____

_____

_____

_____

_____

6. Has this tribe used training and technical assistance? How?

_____

_____

_____

_____

_____

_____

6. In what ways did this use of T & TA not meet the stated purpose? Be specific.

7. What were the tribe's reasons for using this source of T and TA service?

8. Would you use this source of service again? Why or why not?

9. Did you explore alternatives before using this source? If yes, which ones?

10. Did the contract adhere to the "Buy Indian" provisions of 93-638?

11. Who made the T & TA decisions for this project?

_____

_____

12. Complete the attached comparative data sheet for T & TA projects.

COMPARATIVE DATA SHEET -- PAST PERFORMANCE

Uses of training and technical assistance since 1975

	Purpose	$ Amount	Source of Service	Duration and Dates of Contract	Who initiated this contract?
1					
2					
3					
4					
5					
6					

SURVEY QUESTIONNAIRE -- PROJECTED USE FOR TRIBAL CAPACITY BUILDING

(for tribal administrators)

Instructions: Throughout the contracting process, it is important that the tribal organization be aware of operational deficiencies that could result in either declination or reassumption of the contract. It is important to the development of tribal capacity that the tribe be aware of areas in need of assistance.

The following grid should help you identify those areas that are in need of assistance and the most productive means of improving the condition.

Place the attached three sheets side by side so that colums A through H are in order at the top. Moving from left to right across these three sheets, fill in each box in the following manner:

Column A Lists specific areas of operation that could be in need of assistance.

Column B List specific weaknesses within each category.

Column C Decide how technical assistance could improve this condition.

Column D Choose the best source of technical assistance (BIA, tribe, OPM, private contractor, other Federal agency, other).

Column E Decide what kind of training could improve this condition.

Column F Choose the best source of training (BIA, tribe, OPM, private contractor, other Federal agency, other).

Column G Brainstorm and describe other possible solutions to the problem.

Column H List one-year and five-year goals in this area.

Training/Technical Assistance

A. AREAS THAT MAY NEED ASSISTANCE	B. SPECIFIC WEAKNESSES	C. COULD TECHNICAL ASSISTANCE IMPROVE THIS? HOW?
Constitution New Constitution Amendments to Present Constitution		
Codes and Ordinances Law Enforcement codes and ordinances Enrollment Codes and Ordinances Other		
Financial Management Basic Accounting Process Bookkeeping		
Office Management Administration, Organization Files, Secretarial support		
Personnel Management Employee Conduct Personnel Training Policies		
Contracting Contract Procurement Contract Management Non-contract Procurement		
Property Management		
Program Management Budgeting Manpower Information Systems Planning Implementation Monitoring Evaluation		
Other		

D. WHAT WOULD BE THE BEST SOURCE OF TA (BIA, Tribe, OPM, etc.)? WHY?	E. COULD TRAINING IMPROVE THIS? WHAT KIND? FOR WHOM? HOW EXTENSIVE?	F. WHAT WOULD BE THE BEST SOURCE OF TRAINING? WHY?

G. COULD THE PROBLEM BE REMEDIED IN OTHER WAYS? DESCRIBE.	H. WHAT ARE THE ONE-YEAR AND FIVE-YEAR GOALS IN THIS AREA?